

DOCUMENT RESUME

ED 225 390

FL 013 439

TITLE Follow the Leader. English for Speakers of Other Languages.
 INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
 PUB DATE 82
 NOTE 432p.; For related document, see FL 013 440.
 PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)
 EDRS PRICE MF01/PC18 Plus Postage.
 DESCRIPTORS *Class Activities; Classroom Techniques; *Cultural Awareness; Elementary Secondary Education; *English (Second Language); Language Experience Approach; Learning Activities; *Lesson Plans; Second Language Instruction; Teaching Guides; *Teaching Methods

ABSTRACT

Teaching techniques, lessons, and activities for teaching English as a second language (ESL) in grades K through 12 are suggested. Cross-cultural suggestions, supportive ethno-pedagogical methods, and ideas for implementing the language experience approach to reading are provided within the framework of an activity-based program and an audiolingual approach to language learning. Lessons and activities are organized around monthly themes for September through May in order to facilitate cross-cultural interaction. Holiday and seasonal vocabulary items are built into the lessons. Seven selected articles provide suggestions on teaching students from other language and cultural backgrounds. They cover such topics as the English alphabet, teaching ESL reading and writing, and cultural differences which may influence learning and classroom communication. A testing supplement is presented in a separate volume. (RW)

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FOLLOW THE LEADER

English For Speakers Of Other Languages

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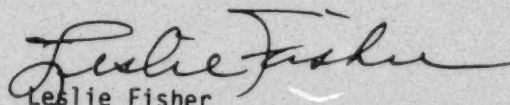
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FOREWORD

The teaching of English to speakers of other languages is steadily becoming a priority throughout Oklahoma. Some classrooms are presently serving multi-cultural/multi-lingual needs, using a transitional format. Others, where possible, implement a sophisticated bi-lingual approach to educating non- or limited-English-speaking students. Whatever the case, empathetic ethno-pedagogical techniques, and well-planned English as a Second Language (ESL) program components are vital to the future education of these youngsters.

The Oklahoma State Department of Education feels a strong commitment to helping each of these children and their teachers with supportive and supplementary materials and services. Some of the areas identified as high priority needs are: assistance with English as a Second Language materials; teacher-made ideas for testing; and cross-cultural teaching techniques that guide in revealing to English-majority students the beauty and culture their "other-language" classmates have to share.

The development of the FOLLOW THE LEADER, English for Speakers of Other Languages guidebook, therefore, represents a major step to the advancement of effective ESL/Cross-cultural programs in Oklahoma's schools.


Leslie Fisher
State Superintendent

INTRODUCTION

In Oklahoma, as throughout the nation, the language of the school is English. Therefore, children who do not master the basic vocabulary and structure of the English language with its many cultural subtleties, may experience much frustration and failure in the classroom. The public schools of Oklahoma have the responsibility for developing and implementing programs designed to alleviate this problem. This guidebook is an endeavor conceived to assist teachers in this monumental task through the provision of some informal teacher-made tests, lessons, and cross-cultural suggestions that attempt to meet the varied needs of many students K-12.

This guidebook endeavor is not meant to replace the excellent commercial products and materials already in the hands of many expert teachers, but may provide supportive ethno-pedagogical methods and ideas for the implementation of the language-experience approach to reading for ESL students. However, to that teacher who presently is laboring without benefit of materials or expertise, the suggested language lessons, activities, and articles should prove valuable indeed.

FOLLOW THE LEADER, though not to be considered a panacea for the elimination of all ESL/cross-cultural problems, is an attempt to answer requests from teachers and administrators throughout the state. It is an activities-based program which introduces a basically audio-lingual approach to language-learning. There has also been a conscious effort to provide numerous opportunities for cross-cultural interaction in a purposeful, pleasant manner. These lessons are organized around a monthly theme to further facilitate teacher commitment to cultural exchange. Holiday and seasonal vocabulary are built into the lessons, and can thus be shared in a projected manner.

Suggestions have also been extended to the reading and content area teachers whereby they might provide meaningful instruction to students of limited English language proficiency.

These ideas are presented as suggestions only--with the hope that the creative teacher will extend the ESL structures throughout the school day, thereby further assuring that the NES and LES student will become proficient speakers of English and happy members of Oklahoma's classrooms.

ACKNOWLEDGEMENTS

Special thanks are extended to the following administrators of the Oklahoma State Department of Education for their support and promotion of this guidebook.

Dr. John Folks, Associate Deputy Superintendent
Mr. J. D. Giddens, Assistant State Superintendent of Instruction
Mr. Leonard Bates, Executive Director of Curriculum Services

We are also very grateful to Mary Reid, Administrator, Curriculum Section, for her patience and support of this project and to Dr. Zoe Leimgruebler, Administrator, Oklahoma State Reading Section, for her faith and guidance.

No guidebook has had more concentrated attention by a team of artists than has FOLLOW THE LEADER. We deeply appreciate and recognize the monumental efforts put forth by the Graphic Line Artists and staff:

Sandra Boules	Earl Teel
Jeannie Cawood	Patsy Teel

We were also impressed by the quality and dedication of the highly professional TOPS staff operating under the expert administration of Velda Davis.

Many contributors provided expert assistance through the bestowal of articles and other selections to further heighten the usefulness of the manual:

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- Jeanne Jarvis and Ed Hennessey and SPEAK Committee, Lawton Public Schools, Lawton, Oklahoma
- Mrs. Martha Keepers and the Participants of the Boise City ESL Inservice Sessions with special thanks to Superintendent, D.J. Hoover, and Principal, Junior Zollinger, and State Reading Consultant, Dee Dee Mundell
- Dr. Robert Reeback, Linguist, University of New Mexico
- Dr. Dow Robinson, Institute of Linguistics, Norman, Oklahoma
- Dr. Ravi Sheorey, Assistant Professor of English, OSU, Stillwater
- Stillwater/News Press

And special word of gratitude must be extended to Mrs. Emily Porter and Dr. Virginia Blackburn, both Oklahoma State Reading Consultants, who provided vital proofreading service to the committee.

There is always that one outstanding person who lends a special bit of inspiration and support. For this guidebook, that person is Dr. Charles Sandmann, former Director of Federal Programs for the State of Oklahoma. He remained the guiding force behind this work until his retirement, April 1, 1982.

Also, thanks to Joyce, Cara, James and Corey--those special "other-culture" children who started this quest so long ago! And to Troy and Renee, whose patience and supportive assistance throughout all phases of this guidebook development was unparalleled.

And, finally, to Ethel Roberts, who has the extraordinary ability to penetrate cultural symbolism and arrive unfettered at the pulse of tomorrow's world--the heart of The Child.

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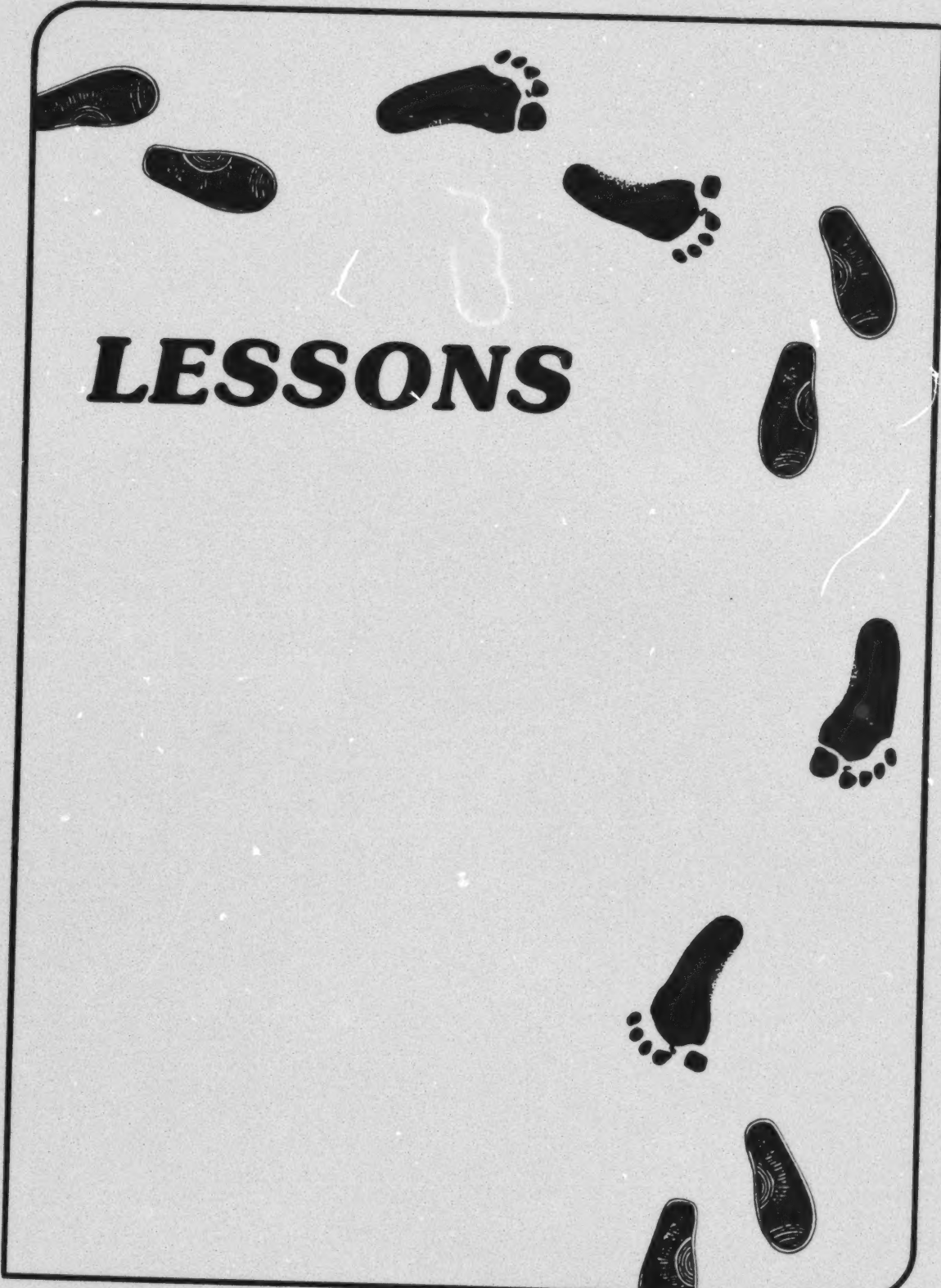
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Welcome to Our World
FOLLOW THE LEADER
English for Speakers of Other Languages

Students from Thailand dancing for International Week
Stillwater, Oklahoma, Debra Flint, Teacher, Westwood Elementary

Photo Courtesy of:
Stillwater NewsPress

A black and white illustration of a notebook cover. The cover is rectangular with rounded corners and a thin black border. It features the word "LESSONS" in a bold, sans-serif font in the center. Scattered around the word and the edges of the cover are several black footprints of varying sizes and orientations, some showing distinct toe prints. On the left side of the notebook, there are three black circular punch holes. The entire notebook is set against a dark background.

LESSONS

IMPORTANT TEACHING TECHNIQUES

There are a great number of techniques that can be used in teaching ESL. We will study 20 basic techniques as discussed in A Teacher's Manual to Accompany the Oral Language Program.

The 20 teaching techniques were organized into five categories:

1. Shaping and Maintaining Correct Responses (Reinforcement)
2. Conventions
3. Modeling
4. Correcting Errors
5. Evoking Questions

... These techniques can make the difference between successful and unsuccessful teaching. The same techniques could be very helpful in teaching other kinds of language lessons too.

Shaping and Maintaining Correct Responses

The term shaping refers to getting a child to make good responses--for example, getting a very quiet or hesitant child to speak up, even if what is said is only partly right. Maintaining refers to getting a child to keep on making good responses once (s)he has started doing it. The five techniques included in this category are called:

1. Wait for long-latency responses.
2. Prompt with partial utterance.
3. Provide obvious consequences for all appropriate responses.
4. Reinforce immediately.
5. Reinforce the group.

We will take them one at a time.

Wait For Long-Latency Responses

Give a child plenty of time to start making a response. If you wait only a second you will seem impatient; on the other hand, four or five seconds may feel like a pretty long time. It is important for the child to try to say something. There is a better chance that (s)he will keep trying if you wait in a relaxed fashion while (s)he gets a response together.

Prompt With Partial Utterances

Use in cases where you have waited several seconds for a response and none has come out. Instead of telling the child the whole utterance (s)he is supposed to say, you can prompt with just the first word or two. That way (s)he will still be producing most of the response on his/her own. If giving a short prompt is not enough, you can then give the whole utterance.

Provide Obvious Consequences For All Appropriate Responses

When a child makes a good (not necessarily perfect) response, you should make something happen. This is called reinforcing the response; what happens is called "reinforcement" or a "consequence". Reinforcing, or providing consequences for responses is one of a teacher's most important jobs. The technical purpose of reinforcement is to improve the odds that the next time (s)he has a chance, the pupil will again make the response that you reinforced--whether it was asking a question, echoing a model, or simply listening carefully. When you reinforce a response, you are also acknowledging the worth of the child who made the response . . .

Reinforce Immediately

The only really effective time to reinforce a response is the instant it occurs. If you delay even a few seconds before nodding your head, for example, the child may already have turned his/her attention elsewhere--or you may be reinforcing whatever (s)he decided to do after (s)he finished responding. When you consider how rapidly children can move, you can see why it is important to reinforce immediately.

Reinforce the Group

Whenever the group of children in the lesson respond together--in chorus, for example--it is the individual pupils in the group who are responding. If you never acknowledge group responses, that will have the same effect as if you stopped reinforcing individuals' responses; they will stop responding, or they will get confused . . .

Conventions

The "conventions" are brief signals--often gestures with the hands--that you give the children during the lesson to let them know what they are supposed to do next. Many teachers, when they are first trying to teach language lessons, go into verbal explanations of what they are about to do and what they expect the pupils to do. The problem with such explanations is that the pupils probably do not understand them, and will quickly become puzzled and bored. Also, in a 25-minute lesson, the time devoted to "stage directions" could use up a pretty large chunk of your teaching time. The signals included in the category of "Conventions" are designed to tell the children when to:

1. "Listen."
2. "Come here."
3. "Whole class, repeat after me."
4. "Individual, repeat after me."
5. Chain Dialogue

"Listen"

If the children are confused about when they should talk and when they should be quiet and listen to you talk, you will all end up talking at the same time. A simple convention to tell them that it is time to be still and listen is to cup your hand over your ear (a visual signal) and say, "Shh, listen" (a verbal signal). Start out using the visual and verbal signals together; after awhile, either one by itself will do the job.

"Come Here"

Calling a child by name, saying, "Come here," and waving your hand toward yourself is a very simple and very frequently needed convention . . . After awhile you will be able to leave out the verbal or the visual part of the signal.

"Repeat After Me" (group)

When you want everyone to echo at once, say, "Everybody, say . . ." and give the model. For example, "Everybody, say, 'I eat

apples at home.'" As you finish the model, make a horizontal sweeping gesture with one arm. That arm gesture will not only tell the pupils they should all repeat, but it will help them respond at the same time instead of in a confusing jumble.

Repeat After Me (individual)

The children need to know when to repeat (echo) what you say and when to answer what you say. Also, when they have been listening to you give model utterances, they need to know when it is time for them to echo the model. If you want an individual pupil to know that (s)he should repeat now, look at him/her, call his/her name, " . . . say, ' . . . '", and give the model. For example, "Johnny, say, 'I eat apples at home'." Johnny should then say to you, "I eat apples at home." Sometimes Johnny may make a mistake and respond with "Say I eat apples at home." This is not a serious problem. You can help overcome that problem by making "say" a little softer and pausing between "say" and the model:

"Johnny . . . say . . . 'I EAT APPLES AT HOME'."

Chain Dialogue

An activity that appears often [in the Oral Language Program] is called a "chain dialogue". It is much like the game called "telephone". Basically, Pupil A asks Pupil B a question; Pupil B answers it, turns to Pupil C and asks him the same question; Pupil C answers the question and turns to Pupil D, and so on. At the beginning of the year it will take some time to get this activity going. You will probably have to coach each pupil in the chain, and nudge him/her with your hand so (s)he knows when to turn to the next pupil. Whenever you begin this activity, say, "Let's have a chain dialogue". After several times, the children will know what you mean as soon as you say that phrase.

Whether you adopt the conventions described here or make up your own, you will find that it makes for a better lesson if you go right into an activity, rather than talking about it first.

Modeling

Making an utterance that you want the children to echo is called "modeling". The utterance is called a model. In nearly every lesson there are times when you present models that you expect the children to listen to and then echo. The pupils may have no way of knowing how to say things except by hearing you say them first. Five techniques included in the category of modeling are:

1. Precede models with conventional signal.
2. Model loudly, clearly, and close to the children.
3. Maintain consistency in pronunciation.
4. Separate model utterances accurately: use backward buildup.

Precede Models With Conventional Signal

Use a convention to get the children to listen. You can say, "listen . . .", or cup your hand over your ear, or both. The idea is for the children to be quiet and attentive before you give the model, because all parts of the model are important to hear.

Model Loudly, Clearly, and Close to the Children

The children must hear the model. While you do not need to shout your way through the lesson, you should not be too soft-spoken either. Whispering is sometimes a good attention-getting device, but it is not good for modeling. If you model in a whisper, there will be sounds in the utterance that the children simply never will hear. Also, the children will probably adjust their loudness to match yours. If they speak too softly, you will not be able to hear them.

Maintain Consistency in Pronunciation

Repeat the model the same way each time. Take, "He wants a pencil", for example. You can say, "He wants a PEN-cil" (with the stress on "PEN"), or you can say, "HE wants a pencil" (with the stress on "HE"). Both are correct, but you should not change from one way of saying it to another without being aware of it. Carelessly changing the way you give a model can confuse the pupils.

A similar example concerns the word, "a", as in "a book". For some people, "a" rhymes with "huh"; for others it rhymes with "hay". ("A" like "hay" is not any better than "a" like "huh"; most people, in casual speech, probably say "a" like "huh".) Whichever way you usually say it, you should not switch back and forth during the lessons. To avoid careless and confusing changes in the way you say models, try to develop the habit of listening to your own models--even practicing them out loud before a lesson.

Separate Model Utterances Accurately: Use Backward Buildup

In cases where a model is too long for a pupil to echo it on the first try, you may wish to break the model into shorter, easier parts for him/her. You should break it down in such a way that it can be put back together again and still sound right. For example, take the question, "Do you want an apple?" A pupil might stumble over that if (s)he tried to repeat it all at once. To make it easier, a teacher might incorrectly present it a piece at a time, like this: "D-O . . . Y-O-U . . . W-A-N-T . . . A-N . . . A-PP-L-E?" The trouble with saying it that way is that if the pupil does put it together, (s)he will say, "Do . . . You . . . Want . . . An . . . Apple," with a stilted sentence rhythm and melody.

But when (s)he puts it all together, you want it to sound more like, "do-youw-a-ntanA-PPle?" A better approach to breaking the utterance apart would be to first let the pupil try saying "anA--PPle". Then let him/her try "w-anta-nA--PPle", and finally, "doyouw-antanA--PPle?" That way, the pieces that (s)he practices help preserve the rhythm and melody of the whole utterance. Letting him/her practice the last part of the sentence first, and then adding pieces on until (s)he reaches the beginning of the sentence is called "backward buildup".

Correcting Errors

For the most part, errors represent neither unlucky accidents nor mischief. Usually errors can be explained by the same principles that are used to explain learning in general. The more you know about teaching something, the easier it is to avoid errors. Pupils will make

errors during the lessons, and what you do about them can greatly affect the success of your teaching. It is helpful to reject the idea that a response is either all correct (perfect) or all incorrect (wrong).

A response can be partly right and partly wrong. If a child spells "understand" as "o-n-d-e-r-s-t-a-n-d", (s)he has it 90 percent right. How you judge a response depends upon the circumstances. For example, suppose a very shy, withdrawn child says a sentence with the word order all mixed up. You might be so happy that (s)he said anything at all that you would wisely ignore the incorrect grammar.

It also helps to reject the notion that a child has to go from his/her error to perfection all in one jump. Suppose a pupil is saying, "ornch", for "orange". If (s)he changes to "oranch", that is an improvement (now s/he has the same number of syllables as in "orange") and should be welcomed as such. For the time being, you can ignore the fact that (s)he is still saying "ch" instead of "ge". There are many such decisions to be made when you are dealing with errors, and a great number of possible techniques to use.

1. Correct errors central to lesson objective.
2. Reinforce the corrected response, not the error.
3. Re-evoked the corrected response.

Correct Errors Central to Lesson Objective

Work on only one problem at a time. When a pupil's response has several mistakes in it, concentrate on the mistake that has to do with the objectives of the particular lesson you are teaching. Suppose you are teaching a lesson on the use of "a" and "an", and a pupil says something like, "He have a apple". The thing you should try to do there is get the child to say, "an apple", and leave the problem of "have" and "has" for some other time. Now suppose the same pupil changes his/her response to "He have an apple". Since (s)he has the use of "an" right, treat that as a correct response (that is, more correct than it was), rather than distracting his/her attention from that success by trying to deal with "have/has" too.

Reinforce the Corrected Response, Not the Error

Make as little fuss as possible over an error, but become enthusiastic when a pupil corrects his/her error. In this way you avoid reinforcing the errors. From the point of view of "consequences", the children may start making a lot of errors if the consequences of making errors are nice enough--like getting to be the center of attention for awhile. Hold back the consequence (or the reinforcement) until the child improves his response, as in the following sequence:

1. Pupil: "He drink milk at home."
2. Teacher: "Say, 'He drinks milk'."
3. Pupil: "He drinks milk at home."
4. Teacher: (smiles, pats pupil, etc.) "That's the way."

Re-evoked the Corrected Response

When the child has changed his wrong response to a better one, that is a good time to get him to say the better response again. Look at the sequence again:

1. Pupil: "He drink milk at home."
2. Teacher: "Say, 'He drinks milk'."
3. Pupil: "He drinks milk at home."
4. Teacher: "Good, say it again, say, 'He drinks . . .'"
5. Pupil: "He drinks milk at home."
6. Teacher: (smiles, pats pupil, etc.) "That's the way."

In line 2 the teacher evoked the correct response, in line 4 (s)he re-evoked it. Some teachers turn their attention to another pupil as soon as this first pupil finished line 3. If you do that, there are not enough consequences for saying the right response, and the pupil has only one chance to say it right. Re-evoking the correct response means that the pupil will have said it right more times than (s)he has said it wrong.

Evoking Questions

One of the really important problems that crops up continually . . . is the matter of getting the children to ask the questions.

Laboratory staff members watched lessons during which children only answered questions. In some classes only certain children got a chance to ask questions, others always answering. But a very important part of learning to speak English is learning to ask questions in English. This is important for two reasons:

1. So that the child can make his/her wishes known and can ask for information when (s)he needs it; and
2. Questions help him/her to understand the sentence structure of English in general.

It is crucial . . . that all the children ask the questions. No . . . lesson should be a question-and-answer period where the teacher asks all the questions and the pupils give all the answers. In some classes it seemed that although the teachers had read the lesson plan and understood that the children should ask questions, they were unable to communicate this to the children, or to some of the children. This had led to the realization that many children need to be systematically trained to ask questions, from the beginning. The children will not automatically begin to do so as they progress through the program, since asking questions or not asking them on demand does not correlate with the amount of English a child knows. In the Laboratory we have given tests of oral English to 5-, 6-, and even 7-year-old children whose native language is English. Some of these children, when told to "Ask me if he has an apple", answer, "He has an apple", instead of, "Does he have an apple?" Such children cannot yet process the instructions involved, although they are perfectly capable of asking that particular question on their own.

There are two techniques involved in evoking questions.

1. Give the cue.
2. Teach the cue.

Give the Cue

You need to provide appropriate cues for question-asking. Different cues will be needed for different types of questions. "Ask me . . ." is useful for a limited number of situation and question

types. Many times you will need to use more elaborate cues, for example, "Ask her about John", etc.

Teach the Cue

When you give a cue for question-asking and the children do not understand it, then it's necessary to teach them the cue. You are really teaching the pupils to understand the cue, "Ask . . .", just as they learned to understand the cue, "Say . . ."

In what follows, some suggestions on types of cues and on training children to understand these cues are given; if you can think of some other ways that work for you, all the better.

Steps to Follow in Getting Pupils to Ask the Teacher Questions

The children must learn to understand what "ask me" means. The teacher might get this across by progressing through the following steps:

1. Use a simple question like, "What do you have?"
2. After the child answers, say, "Now, ask me".
3. If the child says nothing, or says something irrelevant, have him/her repeat after you by saying, "Say, 'What do you have?'"
4. Answer him/her when (s)he asks you the question.
5. Then try again by asking again, "What do you have?"
6. After the answer, say, "Now, ask me".
7. If (s)he does not ask the question this time either, go on to the next pupil.
8. On the very next day, come back to the first pupil and go through the same procedure.

You might be able to get better results if you ask the pupils who know most English to do it first, so the others can hear and know what to do by the time their turn comes.

Steps to Follow in Getting Pupils to Ask Each Other Questions

After all the pupils understand that when you say, "Ask me . . .", they are to ask you a question, train them to ask each other questions.

Use the same procedure as above to teach them what "ask John", "ask him", "ask her", etc. mean.

Steps to Follow in Getting Pupils
To Ask Questions About Specific Objects

There are many types of questions . . . where you want the pupils to ask about a specific object. An instance of this is the "Do you want a ball?" type of question. You might try to get them to ask this sort of question in the following way:

1. Say, "Ask me, 'Do . . . ?'" and point to a specific object.
2. If the pupil does not ask the right question, say, "Say, 'Do you want a ball?'" (etc.)
3. Answer him/her after (s)he asks the question.
4. Point to another object and say again, "Ask me, 'Do . . . ?'"
5. If (s)he still does not understand, don't belabor the point; go on with other children.
6. Come back to the same child the next day and go through the same procedure.

Steps to Follow in Getting Pupils
To Ask Questions About Other Pupils

There are lessons . . . that require one pupil to ask questions about another pupil. For instance, questions of the form, "What does John have?" are fairly common. There are two ways to train the pupils in this form of question.

- A. 1. Say, "What does Mary have?"
2. When you get an answer, say, "Now, ask me about John".
3. If the pupil does not say, "What does John have," right away, then you say, "Say, 'What does John have?'"
4. When (s)he has repeated the question, answer him/her and say again, "Now, ask me about Steve".
5. Again, if (s)he doesn't ask you the proper question, come back to this pupil the following day and repeat the procedure.

If you want the pupils to ask each other, then you say for instance, "Ask Mary about John".

- B. You can add a "prompt" to the above format. If you're not sure that the child knows what particular question to ask (if you have

not just asked it, for instance) or if there are more than one type of question in the lesson, you can say, "Ask John about Mary, 'What . . .?'"

Follow the same procedure as in Part A above if the child does not ask the correct question right away.

Additional Remarks

When you train the children systematically in asking questions, remember that you can use puppets profitably for this. You might model the whole sequence with a puppet first, having him/her make a mistake, or not answer at all the first time, etc.

Remember also that several of the other techniques are extremely relevant to the question-asking situation. From "Shaping and Maintaining Correct Responses" remember to "wait for long-latency responses"--it may take a child a while to produce the question. "Prompt with partial utterances", as in some of the directions above. Providing obvious consequences for all appropriate responses, when applied to question-asking, means that the question should be answered promptly before everyone forgets what was asked. Therefore you need to make doubly sure that all the children are paying attention. If the child who is being asked a question is not paying attention he will not answer, and the questioner will most likely be discouraged. If you need to model the entire question for a particular child, and he still cannot produce it, remember that you can use backward buildup for questions too. Try to keep the same intonation when breaking up the question as you would for the entire question.

Example:

1. Teacher: "Say, 'Do you have an apple?'"
2. Child: "You have an apple?"
3. Teacher: "Say, 'an apple?'"
4. Child: "An apple?"
5. Teacher: "Have an apple?"
6. Child: "Have an apple?"

7. Teacher: "Do you have an apple?"

8. Child: "Do you have an apple?"

9. Teacher: "Very good! Yes, I have an apple."*

*The arrow means rising intonation--your voice gets higher at the end of the question.

The techniques for correcting errors apply just as much to questions; remember that because questions are harder for most children, you should be extra careful not to discourage them by being too quick to insist on an entirely correct structure. A child who for the first time asks a question, but makes a grammatical mistake, should not be corrected that time. Wait until you know (s)he is sure that (s)he's producing the correct type of question at least.

Later on in the year you might try to elicit questions by saying, for instance, "Ask me how many buttons there are", or "Ask me what I'm doing". It may be that some, if not all of the children can respond with the correct question to such instructions by then. If they can, it's good practice for them to do it. If they can't, don't worry about it and go back to your regular method of eliciting questions.

Dr. Robert Reeback

University of New Mexico
Albuquerque, New Mexico

Excerpts from Chapter IV, A Teacher's Manual to Accompany the Oral Language Program, Southwestern Cooperative Educational Laboratory, May, 1979. U.S. Contract No. OEC-4-7-062827-3078 with the Bureau of Research, Office of Education, U.S. Department of Health, Education, and Welfare, pp. 16-18. Used by permission of the author.

For more information concerning the O.L.P. Lessons and training, contact Dr. John Salazar, SWCEL Pub., 229 Truman N.E., Albuquerque, New Mexico 87108.

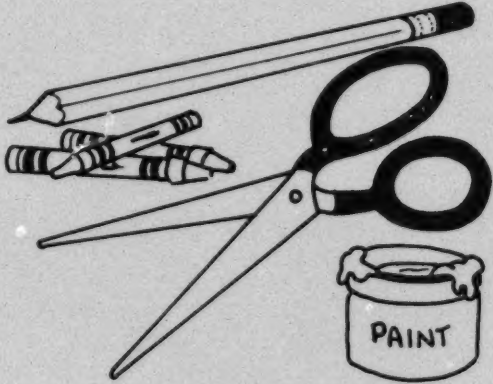
SEPTEMBER

It is heartily recommended that the teacher and class create a Multi-Cultural -- Birthday Calendar all in one! Allow the students to form committees to illustrate them. They could even be compiled and shared with the home and/or school. The artwork could be an appropriate seasonal drawing contributed by children whose work has been chosen by impartial judges. A special Indian-fry bread/taco party could be held to celebrate the calendar's completion. Perhaps they could even be sold to purchase needed ESL materials/equipment. It is important, in that case that the birthdays of each child, teacher, and support person in the school be listed on the calendar. IMPORTANT: Please notify students at first of week when pork is served in the cafeteria. It is taboo to many cultures. This will give them time to make other eating arrangements.



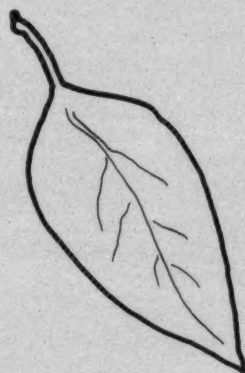
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 Mexican Independence Day, 1812	17 Citizenship Day/ Constitution Day	18	19	20	21
22	23	24	25	26	27	28 American Indian Day
29	30					

"We hold these truth to be self-evident,
That all men are created equal,

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
SEPTEMBER	All students have been tested with enclosed pretest. They will be prepared to begin the first lesson in practical oral English. Introduce FOLLOW THE LEADER to the students. Phase I 	PROJECTED INSTRUCTION TIME FOR FIRST BLOCK OF LESSONS: THREE WEEKS. Greetings; SPEAK Developed by Lawton School District. Jeanne Jarvil/Ed Hennessey contact person, used by permission. School survival language; What questions; Who questions; YES/NO questions; What Questions in third person sing.; YES/NO questions in 3rd person singular; and Who questions with "be" will be introduced during this instructional period. Using Games and songs, Teach the English alphabet. (ABC song; alphabet books; cutting/pasting from magazines for student-made alphabet books.) Writing of the Roman letters will be introduced formally to those not possessing the Western system of writing. Use programs accepted by your school district. Simple English songs and Nursery Rhymes will be taught. (Ex. "What's your Name Little Boy?"; "Mary Had a Little Lamb";	The student will be able to produce question/answer patterns introduced in September block and will pass with a minimum score of 10 (out of 15) on Criterion Referenced Game Day Lesson. Students will know and be able to pass a written test and oral quiz over the English alphabet. "What's Your Name?" All students will have an elementary knowledge of the English system of writing. (Manuscript if primary; both if above primary level.) Students will be able to individually recite or sing all poetry, nursery rhymes, and songs (orally).

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES														
		Finger plays illus. parts of body such as "Touch"; plus poetry for September as selected by the teacher for student use. This activity will use the vocabulary and structure introduced to date. Ex. "Simon says" Science/Math vocabulary will be introduced Social Studies vocabulary will be introduced	Students will use vocabulary in Science/Math activities as substitution slots for FOLLOW THE LEADER vocabulary. Examples: triangles squares circles rectangles numbers 1-10 Colors will be introduced.														
	Be aware that some students will be concerned about "bus numbers" due to past unpleasant experiences related to refugee centers, refugee transporting to strange new areas, etc.	Teacher will begin assembling a FOLLOW THE LEADER Instructional Kit/object box. <table> <tr> <td>Plastic fruit</td> <td>balls</td> </tr> <tr> <td>Toys needed in lessons</td> <td>jacks</td> </tr> <tr> <td>Farm animals</td> <td>puzzles</td> </tr> <tr> <td>Small vehicles</td> <td>Puppets</td> </tr> <tr> <td>Toy dishes</td> <td>Dolls</td> </tr> <tr> <td>Cassette tape player</td> <td>globe</td> </tr> <tr> <td>Record player</td> <td>map</td> </tr> </table>	Plastic fruit	balls	Toys needed in lessons	jacks	Farm animals	puzzles	Small vehicles	Puppets	Toy dishes	Dolls	Cassette tape player	globe	Record player	map	Students will be able to identify fruits in the kit by taste, color, sight. Students will know the name of their teachers, school, & community. They will know their bus number; bus driver's name; and names of school support personnel (secretary, janitor, cooks, nurse, etc.)
Plastic fruit	balls																
Toys needed in lessons	jacks																
Farm animals	puzzles																
Small vehicles	Puppets																
Toy dishes	Dolls																
Cassette tape player	globe																
Record player	map																

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
		Pictures as need in lessons (including pictures of TV, movie, and sports personalities for older students.)	
	Finger Plays: Nose, hips, knees, and toes	Teacher will assemble games for the month.	
		Sound Association Games Matching Games Memory Games Alphabet Games Color Games Classification Games Body Parts Games Number/Letter Sequence Games	The students will demonstrate the ability to recognize animal sounds and be able to match them to pictures or toy animals.
		Picture Books: <u>Square is a Shape.</u> Sharon Lerner <u>Quack?</u> Mischa Richta (animal sounds) <u>The Ear Book.</u> Al Perkins <u>The Eye Book.</u> Theodore Le Sieg <u>The Foot Book.</u> Dr. Seuss <u>Hand, Hand, Finders, Thumb.</u> Al Perkins <u>Calico Cat's Rainbow.</u> Donald Charles (color) <u>One to Ten, Count Again.</u> James Woodard & Linda Purdy <u>The Nose Book.</u> Al Perkins <u>Hey, Look at Me-- A City ABC.</u> Sandy Grant	The student will demonstrate the ability to match identical colors and shapes. The student will demonstrate the ability to match letters and numerals. The students will also demonstrate the ability to place letters/numerals in proper sequence. The student will demonstrate the ability to recognize color. The student will demonstrate the ability to name body parts through song and game activities.



FOLLOW THE LEADER

LESSON ONE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

PHASE I

Teach Greetings: Hello
Good Morning
Good Afternoon
Goodbye

Teach Commands: Please come here.
Sit down please.
Please stand up.
Please sit here.
Please sit there.
Please walk.

Materials: None

Sample presentation:

- A. Say "Hello" (Good Morning, etc.) to each pupil. Students repeat the response. Encourage the students by smiling, nodding in approval, etc. when an attempt is made to respond correctly.
- B. Teach commands listed above. Have students take turns being "teacher" and issuing commands for the class to respond to. Again reinforce good response to instruction.

Games: Simon Says (to practice commands)
no "tricks" this time

Number and Alphabet Shapes

1. Create task cards with shapes made with 1) straight lines, 2) curved lines, 3) a combination of straight and curved lines.
2. Cut 24 pieces of sand paper into varying shaped lines.
3. Work with 2-5 children, tracing the shapes. Discuss "straight", "curved", "combination".

Begin Learning alphabet (upper case). (Note the straight letters -
A E F H I K L M N T V W X Y Z



(Note the curved letters - C Q S O)
 (Note combination letters - B D G J P R U)

Repeat the activity with the lower case letters.

(Straight - i k l t - as taught in district--v w x y z)

(Curved - c o s)

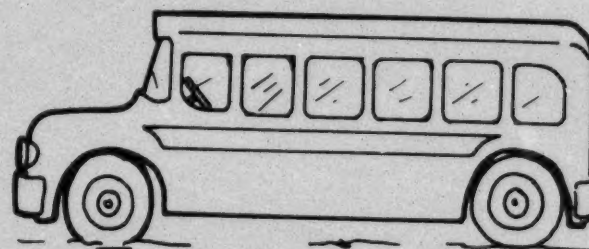
(Combination - a b d e f g h j m n p q r u)

Repeat the activity with numbers 1-10

(Straight - 1 4 7)

(Curved - 3 6 8 0)

(Combination - 2 5 9)



Game from FOREIGN LANGUAGE

GAME PLANS

Oklahoma State Department of Education, 1981

Used with permission

PURPOSE: To practice numbers and letters of the alphabet.

DESCRIPTION: The name of this game is RHYTHM. Each person has a number or letter. Everyone in unison hits the desk (or his/her lap) with both hands (palms down), claps once, then snaps fingers of the right hand, then snaps fingers of the left hand. One student (or the teacher) begins by saying his/her number or letter with the right snap and the number or letter of someone else on the left snap. That student then gives his number or letter and that of another person in the group. When someone breaks the rhythm, the game starts over. The object is to keep going (which takes concentration).

Learn the "Alphabet Song"

Write letters and numbers. Follow district procedure.

SPEAK - Lessons I & III - Games "Hi There"; "Silly Kitty" and "Concentration"

Tell me',
I forget.
Show me',
I remember.
Involve me',
I understand.



Ancient Chinese Proverb

FOLLOW THE LEADER

LESSON TWO

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: I want a _____ I have a _____
 I want some _____ I have some _____

Materials: some chalk, paper, pencils, books, scissors, paint, etc.

Sample Presentation:

A. Hold up an object (pencil) and say: A PENCIL

Student's repeat. "A pencil."

Give each student a pencil, as well as yourself.

Say: I have a PENCIL.

STUDENT: "I have a pencil."

Repeat this procedure several times with each student, using different objects. Use the chain dialogue for additional practice in the group.

B. Lay all objects on the table. Say: I WANT A BOOK. Reach for the book. Repeat with a pencil, etc.

Remove all object except enough pencils for each student.

Say: I WANT A PENCIL. Have students echo this response and reach for the pencils.

STUDENTS: "I want a pencil."

Repeat this procedure with other items.

C. Collect the items with the other items.

Say, "Antonio, I want some chalk," or "Marie, I want a pencil."

If the student seems not to understand, just take the item, and say THANK YOU. REPEAT UNTIL ALL ITEMS HAVE BEEN COLLECTED.

The students learn that you expect something to happen when you say these sentences. Practice the same structure using substitution slotting throughout the day. I WANT SOME SCISSORS.
 I WANT SOME PASTE. Etc.

- A. Continue the same games and activities as with Lesson One. SPEAK Lesson II.
Game "School Time".
- B. Also: Begin finger plays and songs about the body. "Eyes, Nose, Knees, and Toes" and the following fingerplay:

"Touch"

Touch your nose
Touch your chin.
That's the way this game begins.

Touch your hair.
Touch one ear.
Touch your two red lips right here.

Touch your eyes
Touch your knees
Now pretend you're going to sneeze.

Touch your elbows where they bend.
That's the way this tough game ends!

- C. Make a bingo game which shows pictures of parts of the body (eye, eyes, teeth, mouth, hand foot, hair, ear, ears, etc.) You could use this as a "touch" game. TOUCH THE NOSE. OR THIS IS AN EYE. Or you could use markers and play as a Bingo Game. SPEAK Lesson V. Game "Me".
- D. Make body drawings. Have students lay on butcher paper while a friend draws around them. The student likewise assists his/her companion. Each complete his/her body, drawing in the parts and the clothing worn that day. Cut out and display around the room. Student should orally tell the teacher THIS IS MY EYE. THIS IS MY HAIR, etc.
- E. (Colors could be taught in the above activity also.)
- F. Children could make dictionary of the parts of the body, or MY BODY books. They could illustrate the books or cut out pictures and paste them in the books. These could be laminated for long-term use.
- G. Make up a game in a folder or envelope with pictures with "missing parts". Children can find the parts in the folder and place them in the slots provided. (Missing eye on clown, missing fruit from tree, etc.)

FOLLOW THE LEADER

LESSON THREE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: I want a _____
I want some _____

I have a _____
I have some _____

Materials: paper, pencils, books, scissors, paint, etc.
some chalk, erasers, crayons

Sample Presentation:

Review yesterday's structure and vocabulary. Continue with the same structure, but introduce new vocabulary. Use classroom vocabulary. Allow students to take turns "being the teacher."

- A. Hold up two different items from the table (ex. a pencil and an eraser.) Allow student to choose one of the items from your hand.
- B. Say: I WANT A _____. Child responds, "I want a _____."
- C. Repeat activity with examples of "a" and "some" items. (ex. a book and some chalk.)
- D. Collect the items. SAY: I WANT _____. THANK YOU.

GAMES AND ACTIVITIES:

- A. Continue from Lessons one and two.
- B. Make color wheel to teach colors to the students. Allow students to practice in pairs on color names using the color wheel.
- C. Practice structure "I WANT" in the lunch room and playground. I WANT SOME MILK. I WANT A BALL. I WANT SOME WATER, etc.
- D. Make a Color Design game to permit the child to demonstrate the ability to discriminate and visualize a color design by correctly duplicating the patterns on the teacher-made felt design or on the table next to the design. Use colors, red, green, yellow, and blue as well as black and white.

FOLLOW THE LEADER

LESSON FOUR

SUGGESTED ORAL ENGLISH LESSON ACTIVITIES

Objectives: What's your name?

My name's _____.

Materials: chalk, eraser, paper, pencil, books scissors, paint, crayons, books puppets.

Sample Presentation:

A. Review LESSON THREE structure and vocabulary.

B. New Procedure: Introduce and name puppets.

Boy Puppet asks Girl Puppet: GOOD MORNING. MY NAME'S _____

Girl Puppet responds: GOOD MORNING. MY NAME'S _____.

REPEAT THE PROCEDURE:

C. One of my puppets asks teacher. WHAT'S YOUR NAME? Teacher responds.
MY NAME'S _____.

D. Puppet asks child. WHAT'S YOUR NAME?

Child responds: MY NAME'S _____.

E. Chain dialogue.

GAMES AND ACTIVITIES:

A. Continue with activities introduced in lessons 1-3. Repetition and reinforcement in those activities are imperative for student success.

B. Learn song: "WHAT'S YOUR NAME LITTLE BOY" using student names and varying the structure to match that learned in the first four lessons.

Example:

Teacher/class: What's your name little boy?

Tony or boys: My name's (s) [Tony].

Teacher/class: Tony what, little boy?

Tony or boys: Tony Garcia.

REPEAT FOR GIRLS, USING A GIRL'S NAME.

FOLLOW THE LEADER

LESSON FIVE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: What do you want?

I want _____

Materials: Same as for first four lessons. Add artificial fruit, a ball, doll, truck.

Sample Presentation:

- A. Review LESSON FOUR structure and vocabulary. Initiate a chain dialogue.
- B. New procedure: Model and have students echo: WHAT DO YOU WANT?
Model and have students echo: I WANT _____
Repeat on a group basis several times.
- C. Ask individual students. WHAT DO YOU WANT? [from the table.]
Students respond. Prompt as necessary.
- D. Initiate a chain dialogue to practice the new structure.

Encourage classmates to ask the NES/LES students these questions throughout the day on the playground. (WHAT DO YOU WANT? Ball, jump rope, bat, etc.) In the cafeteria . . . WHAT DO YOU WANT? (milk, butter, salt, pepper, etc.) At music, etc.

GAMES AND ACTIVITIES

- A. Continue with activities introduced in lesson 1-3
- B. Science: (Materials needed: shallow box, classroom objects (pencil, book, crayon, scissors, chalk, paper, eraser), tape recorder

Procedure: Place box with items in it on Science table. Child identifies all objects in box.

- 1. Says name of each object to a companion.
- 2. Dictates name of the object to tape recorder.

Materials needed: One each in red, blue and yellow:

- 1) triangles
- 2) squares
- 3) circles
- 4) rectangles

3 triangles	3 squares	3 circles	3 rectangles
1 red	1 red	1 red	1 red
1 yellow	1 yellow	1 yellow	1 yellow
1 blue	1 blue	1 blue	1 blue

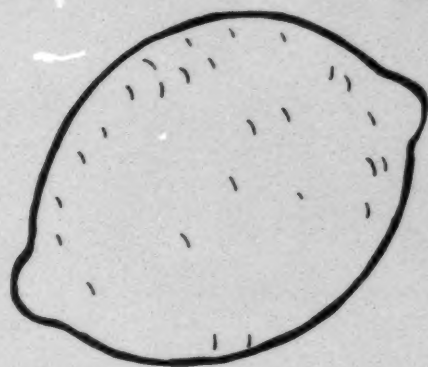
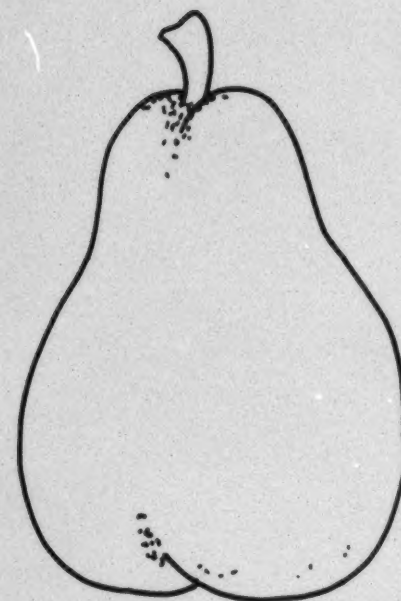
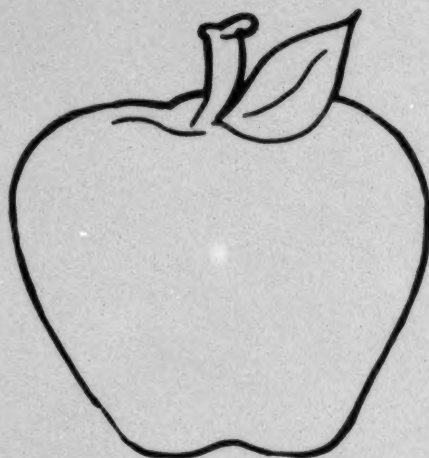
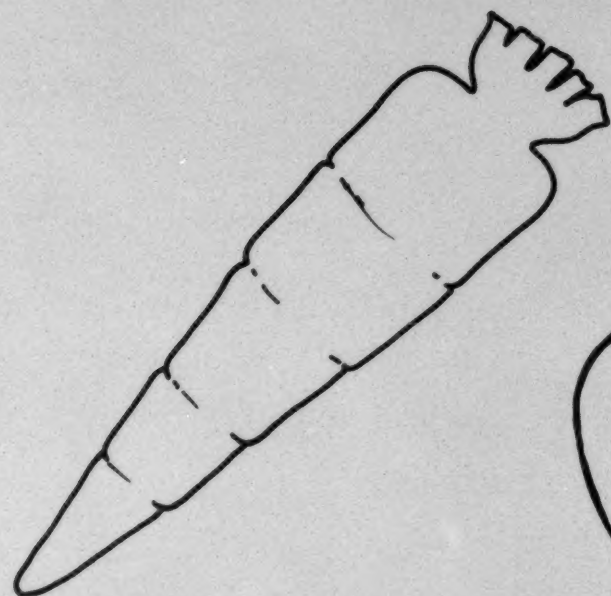


Procedure:

1. Place all shapes on science table.
2. Have children group the items (do not give specific grouping instructions i.e. by color).
3. have child see "straight," "curved."
4. Group by color, shape.
5. Learn names of shapes.

(These games were adapted and used by permission from authors of SCIENCE ENCOUNTERS, Jacqueline Branum and Michael F. Cassidy, Published by SWCEL, 229 Truman N.E., Albuquerque, N.M. 87108.)

- C. To further enhance recognition of the imitation fruit used in lesson five, initiate a "tasting party" of the "real thing." Ask, WHAT IS IT? CHILD, "IT'S AN APPLE." etc.



Hobgoblin's Delight

- 1 potato (sliced into four pieces)
- 1 onion (optional - sliced like potato)
- 1 carrot (sliced)
- 1 patty hamburger

Wrap in aluminum foil and cook until done.
Season and eat with orange koolaid!

OCTOBER

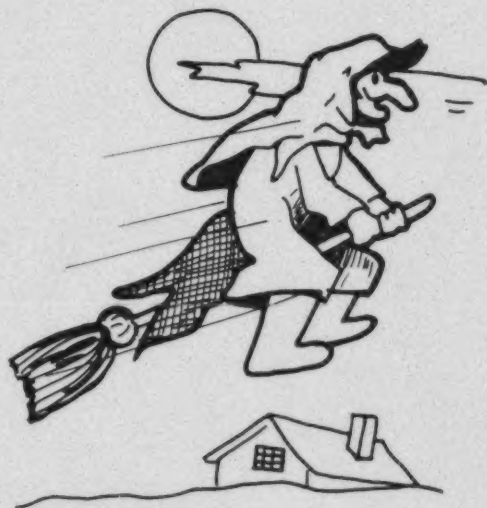
Art: October is a "natural" time for making original multi-cultural masks!

Make: Trick or treat bags out of small bags from the grocery store. Allow the students to decorate with appropriate pictures!

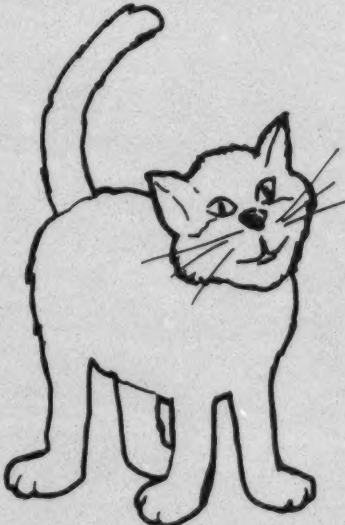


1	2	3	4	5	6	7
8	9	10	11	12 Columbus Day, 1942 (make pictures of ships, etc.)	13	14
15	16	17	18	19	20	21 U.N. Founded, 1945
22	23	24 United Nations Day	25	26	27	28
29	30	31				

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
OCTOBER Phase I, Continued	Pre-test any new arrivals with FOLLOW THE LEADER pre-test. Place in appropriate level of the program based upon results.	PROJECTED INSTRUCTION TIME FOR FIRST BLOCK OF LESSONS - FOUR WEEKS. Review survival lessons in the Lawton SPEAK Kit; continuously review greetings; Yes/no/questions; What questions in the third person singular; yes/no questions in third person singular; and Who questions with "be." Students will continue to review the alphabet, both oral and written. SUPER SOUNDER METHODS for <u>Consonant</u> study may be implemented. The use of mirrors is encouraged. Simple English songs and poems reflecting Halloween will be taught. Other seasonal cross/cultural techniques will be employed. Examples of songs & poems: "Peter, Peter, Pumpkin Eater," "The House That Jack Built," any Fall or October poem or song appropriate for student use which incorporates the vocabulary & structure of the program.	The student will be able to produce question/answer patterns introduced in October block and will pass with a minimum score of 10 (out of 15) on Criterion Reference Game Day Lesson. Students will be able to pass an oral comprehension review of short story using known controlled vocabulary. Students will pass a paper/pencil quiz of the story. Students will begin to exhibit mastery of the alphabet as taught through this program, including the sound system surrounding the consonants. Students will exhibit ability to recite/sing poetry, rhymes, songs individually and in groups.



MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES								
		New Science vocabulary include names of the days of the week; months of the year (current season only for Primary children); seasons (Fall or Autumn only for Primary children). Use Picture Books: <u>Things in My House.</u> Joe Kaufman (house vocabulary) <u>The Witch Who Forgot.</u> Wayne Carley (Halloween, etc.) <u>B Book,</u> Stan & Jan Berenstain (To review adjectives/nouns) <u>Bow! Wow! Meow! A First Book of Sounds.</u> Melanie Bellah (Animal Sounds) <u>C is For Clown.</u> Stan & Jan Berenstain <u>All By Myself.</u> Jane Belk Moncure <u>Fast-Slow, High-Low; A Book of Opposites.</u> Peter Spier <u>Hand, Hand, Fingers, Thumb.</u> Al Perkins. (body parts, also; Holiday & season books.)	Students will identify the autumnal changes by depicting changes from summer to fall in art; selection of pictures in magazines; etc. The upper level student will say the name of the four seasons and identify them by pictures or art activities. Students will be able to identify seasonal clothing. Demonstrate knowledge of seasons by making a "Season's" book. Upper level students can interview teachers and peers to discover their school's "favorite season." The student will use the following vocabulary in their discussion of the seasons, etc. <table border="0"> <tr> <td>day</td> <td>night</td> </tr> <tr> <td>cool</td> <td>hot</td> </tr> <tr> <td>cloudy</td> <td>month</td> </tr> <tr> <td>temperature</td> <td>season</td> </tr> </table>	day	night	cool	hot	cloudy	month	temperature	season
day	night										
cool	hot										
cloudy	month										
temperature	season										

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES																				
		<u>He Bear, She Bear.</u> Jan & Stan Berenstain <u>Things in My House.</u> Joe Kaufman <u>Zoo City.</u> Stephen Lewis (teaches similes) New social Studies vocabulary will be introduced. Teacher will thoroughly review with students the names of their teachers, school & community. They will teach each student their individual phone numbers and addresses. They will review bus number; bus driver's name; and names of school support personnel. These activities can be pursued through the role call (call out phone number and address instead of their own name . . . or in addition to); through role playing; school tours; planned errands; etc. Will teach pledge; National Anthem (and/or other national songs depicting U.S. culture); state song; and school song. Will teach name of school team	<table border="0"> <tr> <td>fall/autumn</td> <td>summer</td> <td></td> <td></td> </tr> <tr> <td>winter</td> <td>spring</td> <td></td> <td></td> </tr> <tr> <td>Jan</td> <td>Feb.</td> <td>Mar.</td> <td>Apr.</td> </tr> <tr> <td>May</td> <td>June</td> <td>July</td> <td>Aug.</td> </tr> <tr> <td>Sept.</td> <td>Oct.</td> <td>Nov.</td> <td>Dec.</td> </tr> </table> Halloween, Ghosts, pumpkin, cat, Jack o'Latern, Witch, bat Students will exhibit their ability to identify school personnel by job and name. Students will be able to verbally identify their bus by number and their driver by name. Students will be able to recite their name, phone number, and address. Upper level students will be able to write this information when requested by teacher. Students will exhibit ability to recite the pledge; sing the National Anthem; state song; and school songs in small groups. They will	fall/autumn	summer			winter	spring			Jan	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
fall/autumn	summer																						
winter	spring																						
Jan	Feb.	Mar.	Apr.																				
May	June	July	Aug.																				
Sept.	Oct.	Nov.	Dec.																				

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
		(The Dragons, The Cougars, The Tigers, etc.)	exhibit the ability to sing the school song and identify the name of the school team.
		Will teach students to locate city and state on the U.S. map. Teach the name of your county and the county seat. Teach the name of Oklahoma's capitol.	Students will locate their town, county, and state on a map. They will locate the state capitol.
		Teacher will continue to build up classroom ESL Kit and to collect appropriate games to facilitate the lessons.	Students will be able to sequence seasonal activities accurately.
		Halloween games Auditory Discrimination Seasons Football Flashcards	
		Teacher will teach names of common animals seen in Oklahoma, as well as common zoo animals.	Students will demonstrate the ability to recognize common animals and their sounds and will be able to match them to pictures or toy animals.
		Activity: Carve Jack-o-Latern Bake a pumpkin pie with the pulp. Roast, salt, and eat seeds	Students will demonstrate the ability to use the following vocabulary.
		Update Testing--Write IEP's	pumpkin eat bake salt seeds pie stir knife



FOLLOW THE LEADER

LESSON SIX

SUGGESTED ORAL ENGLISH AND ACTIVITIES

Objectives: Asking and responding to "What do you want?"
 Answering: "I want _____" (REVIEW)
 Asking and responding to "What do you have?"
 Answering: "I have _____"

Materials:primary

pieces of chalk
 pieces of paper
 ball(s)
 apple
 orange
 pencil

upper level

pieces of chalk
 pieces of paper
 egg(s)
 apple
 orange
 pencil

Sample Presentation:

- A. Review LESSON FIVE structure and vocabulary. Initiate a chain dialogue using objects from classrom kit.
- B. New Procedure: Introduce Pronunciation Activity. Practice the final "nt" in "want." Students usually omit this final sound. Practice other words containing this sound. [wa(nt), be(nt), a(nt), hu(nt), etc.]) Model and have the students echo: What do you have?" (Use objects from classroom object kit. . . use objects suitable to grade level of student ALSO use body parts . . . leg, foot, eye, etc. . . . ALSO, "I have a red, blue, or green, etc. _____")
- C. Initiate a chain dialogue to practice the new structure.

Encourage classmates to ask the NES/LES students these questions throughout the day on the playground, etc. ("What do you want? What do you have?")

GAMES AND ACTIVITIES

1. Suggested resources: Letter "N" and "T" activities from Books 1 and 3, Consonant Capers, Jean M. Ribisl/Paul M. Ribisl, Houghton-Mifflin Company, Boston. (Primary grade level).
2. Continue alphabet study (see enclosed student worksheets adapt for older students using cursive writing.)
3. Worksheet "SHAPES". For upper level students permit copying of label onto the shape. For lower level students say: "Color the square orange. Color the rectangle black, etc."
4. SCIENCE ACTIVITIES: Make the secondary colors by mixing primary colors. Identify and classify objects by color and shape.
 - a. Place three pieces of construction paper on the Science table (each a different color).
 - b. Identify each with its color name.
 - c. Children find 8 to 12 objects from the classroom for each color and either list or draw them on a piece of paper for an assignment. (These items could be strategically placed near to the table . . . students could even collect them and place them on their corresponding color.)
 - d. These oral language sentence patterns could be emphasized:

"The _____ is red."	"The cat is _____."
"This is a red _____."	"This is a black cat."
"I have a red _____." etc.	"I have a black cat."
 - e. Primary children: Finger paint, using the colors being learned. Upper level students: Paint pictures using the colors being learned. NOTE: Autumn colors, holiday themes could be stressed (orange pumpkins, brown leaves etc.) Display finished picture.
 - f. Primary children: Poem

Down, down, yellow and brown
The leaves are falling over the town.

NOTE: This could be "acted out".

- g. 10 color labels (10 pieces of construction paper, 1 of each of the primary and secondary colors, plus black, white, pink and brown - write color name on each one). These can be used for flashcard activities for practice of color names.

- h. Allow the students to make drips and drags, using fall colors.
Procedure:

Use red, yellow, and brown tempera (a thick mixture).

Several pieces of cardboard (1" x 4").

White drawing paper; 3 brushes

Child folds paper in half.

Open paper.

Put several "drips" of each color on right hand side of paper.

Fold paper.

Use cardboard piece. Start from top and drag down paper. ONE "DRAG" ONLY.

Open paper.

Encourage verbalization of the "fall" pictures. "What do you have?"

Display pictures.

(Above adapted from SCIENCE ENCOUNTERS, Branum/Cassidy.)

- i. Cooking Activity: Practice shapes and colors by making sandwiches. Let students cut shapes from cheese, bread, etc. Peanut butter can be used as a topping, as can jelly, etc. Cookie cutters, etc. can be used to do the cutting. Practice any vocabulary necessary: "'I HAVE SOME JELLY." "MY SANDWICH IS SQUARE." "MY SANDWICH IS YELLOW." "MY SANDWICH IS BROWN." etc.

5. Give each student (all levels) two sheets with headings as follows:

a. "I have _____."

b. "I want _____."

- c. Have the students either cut pictures from magazines or otherwise illustrate their responses to the structure. When they return to class, orally share these sheets. The students can "read" the papers.

FOLLOW THE LEADER

LESSON SEVEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Review: Using puppets, ask students: (use objects from classroom kit) "What do you have?"
What do you want?" etc.)

New Lesson Objectives: Continue practice with asking:
"What do you have?"
Answering: "I have (a, an)"
Asking: "How do you say _____?" (point to known object)

Materials:

primary

Same as Lesson 6, plus:
paper sack
bananas, and other foods
some clay
erasers

upper level

Same as Lesson 6, plus:
grocery bag
bananas and other foods
(some) eggs
erasers
pens

Pronunciation Activity

Review final "t" preceded by "n". (want, hunt, etc). Practice on the letter "y" as some students may pronounce this as "j" ("jello" for "yellow"). Perhaps a tasting party of "yellow" "jello" (lemon) could help. Practice words like "you", "yes", "jacket", "jump", etc.

Sample Presentation

- A. Review Lesson 6. (Practice in group. Use puppets to ask questions. And/Or allow one of the students to become the "teacher" and ask the questions.
- B. Introduce SOME CLAY (or SOME EGGS for older students).
"I have some clay."
"What do you have?" (use objects from kit.)
"How do you say _____?" (point to clay, eggs, etc.)

- C. Practice, "I have some feet."
 "I have a foot."
 (Other body parts.)
 "How do you say _____"
- D. Chain dialogue using the structure being presented.
- E. Act out the following dialogue:
 "Good morning/afternoon."
 "What's your name?"
 "What do you want?"
 "What do you have?":
 "I have a red/blue/black (etc.) _____."
 "I have a yellow/orange (etc.) triangle/square/circle (etc.)."
 "How do you say _____" (while pointing at known object.)

ACTIVITIES AND GAMES:

- A. Draw pictures of themselves illustrating body parts. Color clothes and orally identify the color and item. Point out leg(s), arm(s), ear(s), etc.
 Ask, "HOW DO YOU SAY _____?"
- Activities
1. Go to Board - instruct students to draw a body and clothe it one part at a time: Josea - an arm, etc.) Martha Keepers, Boise City Elementary, Title I Reading.
 2. Create Language master cards - Mignon Priest, Special Education, Boise City Elementary.
- B. Using a portable toaster oven make simple cookies. Use shapes being learned (triangle, circle, etc.) Use language patterns being learned to promote spontaneous language activity.
- C. A suggested activity would be the "J" and "Y" activities in books 4 and 5 of Consonant Capers, Jean M. and Paul M. Ribisl, Houghton-Mifflin Co., Boston.
- D. Continue Alphabet study. Learn alphabet song.

- E. Begin learning numbers. Write numbers 1-5 (primary). Upper level can continue math activities as directed by teacher if able. For primary students teach the numbers by sets, counting, and other concrete measures. A good way to learn numbers is by using wall displays of large numbers with specific values illustrated around it.
Example:

7	=	5 + 2	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	1 + 6	$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$	
		SEVEN					
		3 + 4	$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$	8 - 1	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	11 - 4	

NOTE: A similar display for the alphabet could be created. For the ESL student it is often wise to use verbs to illustrate as well as nouns.
Example:

Aa
Bb

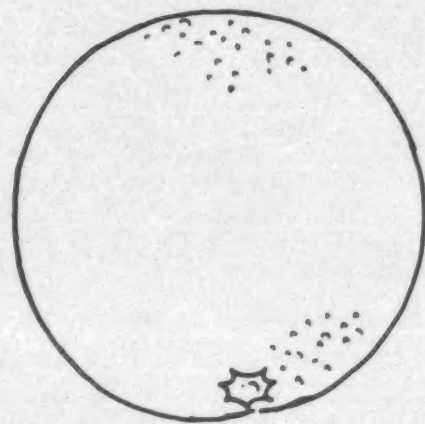


Kk

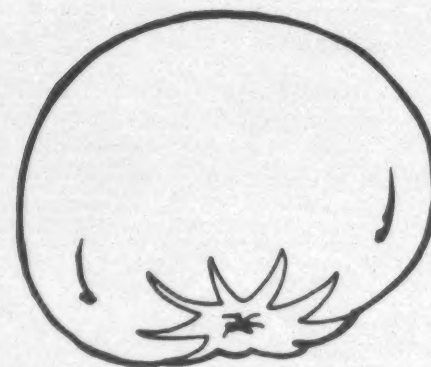
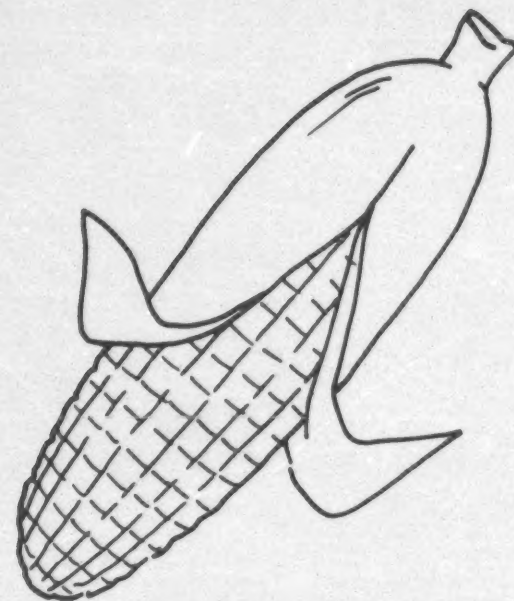
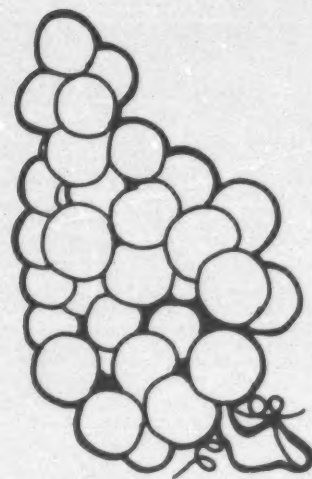


(This is a technique also useful with kinesthetic learners.)

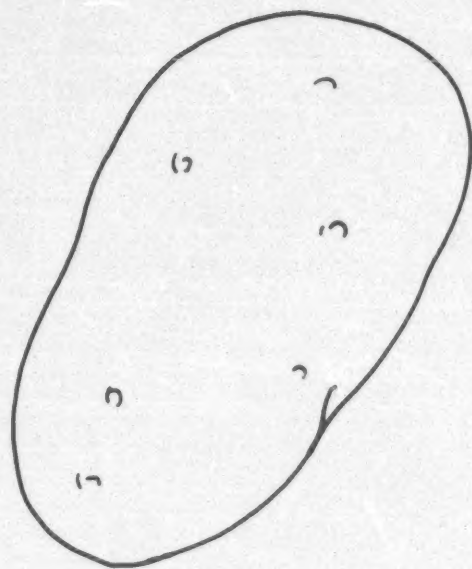
- F. Color and identify the common foods on the worksheets provided. Use vocabulary and structure for language practice. Make sure that the foods are colored properly. Ask "What color is the corn?" etc. "How do you say _____?" "Do you have some grapes?", etc.
- G. SPEAK - Lesson VII - Game - "Checkers".



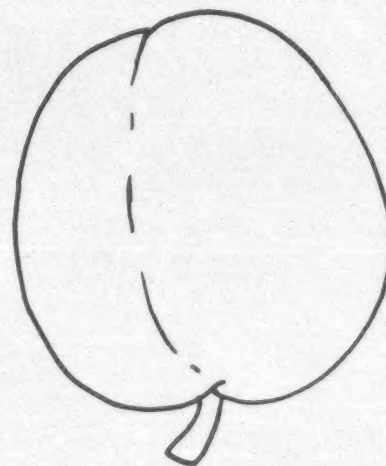
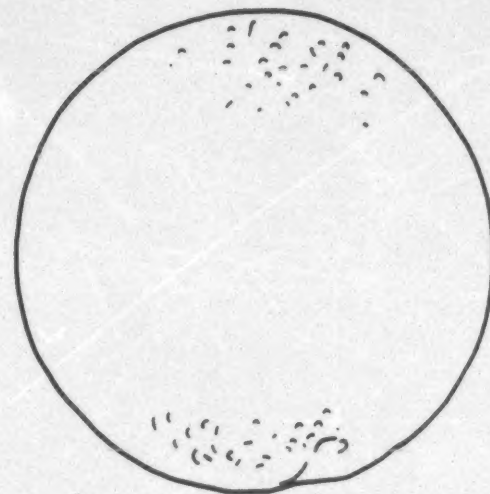
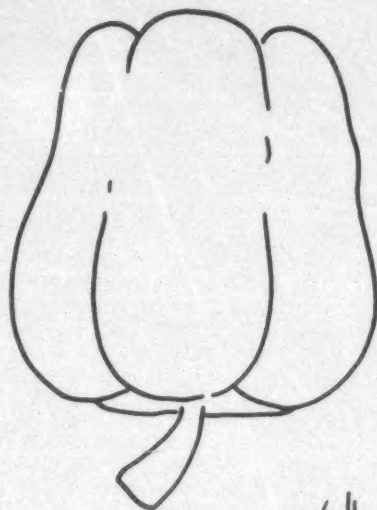
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74



75



76

FOLLOW THE LEADER

LESSON EIGHT

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Review: Using puppets, ask students (use objects from classroom kit):

"How do you say _____?"

"A dog can say (woof, etc.)"

"What do you have?"

"A cat can say (meow)."

"What do you want?"

"What color is _____ (triangle, circle, square, etc.)"

Allow pupils to take turns being the "teacher" to ask the questions around the class.

Pronunciation Activity: Continue practicing the final "nt" and the initial "y" and "j".

New Lesson Objective

A. Continue practice with Lesson 7 activities.

B. Introduce asking: "Do you have a _____?"

Answering: "Yes, or No, I (do, don't)."

Asking: "May I go to the _____?"

"Do you want to go to the _____?"

Materialsprimary

puppets	oranges
apples	pencils
oranges	pictures of:
bananas	library, bathroom,
books	office, playground,
erasers	store, etc.

upper level

Same minus puppets.
pens
eggs
cereal (boxes of dry)

Sample Presentation

- A. Model and ask the pupils to repeat: "Do you have a _____?"
Repeat this activity.

Have individual students say: "Do you have a _____?"

Give some students requested objects and omit other students, or give them something other than that being requested.

Ask those having the requested object: "Do you have a _____?"

Model and ask them to repeat: "Yes, I do."

Ask those not having the requested object: "Do you have a _____?"

Model and ask them to repeat: "No, I don't."

Repeat several times.

- B. Model and ask the pupils to repeat: "Do you want to go to the bathroom?" (hold up picture of bathroom)

Repeat this activity.

Model and have students repeat: "Yes, I do." or "No, I don't."

Repeat this activity. (Use other pictures from materials lists)

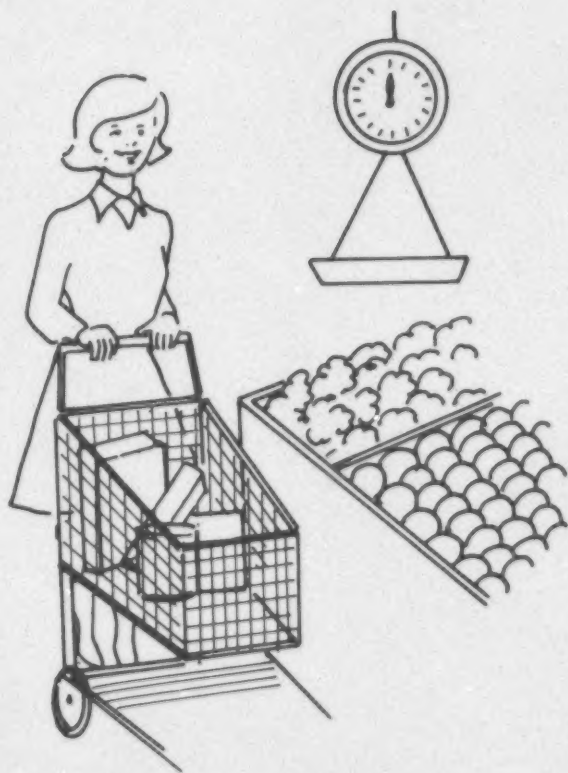
Model and have the pupils to repeat: "May I go to the bathroom?" (hold up picture)

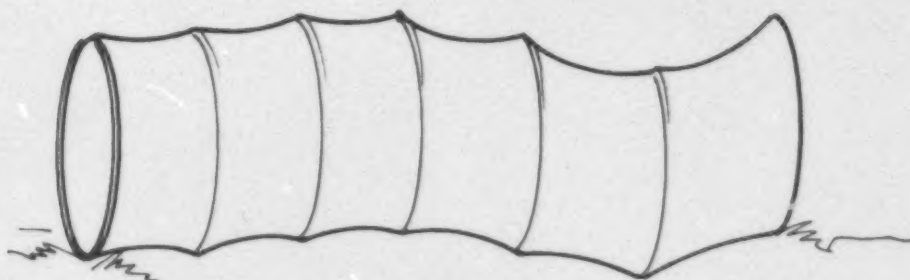
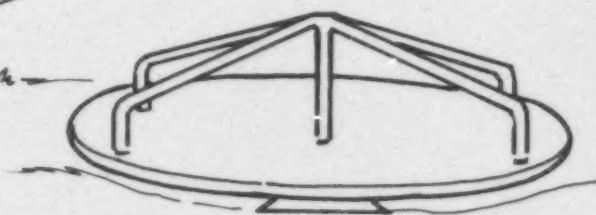
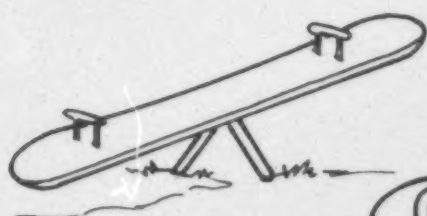
Answer: "Yes, you may."

Repeat several times.









ACTIVITIES AND GAMES

- A. SPEAK lessons for review of Greetings, school vocabulary, "Me", colors and numbers activities.
- B. Body Parts Worksheet
- C. Tour the school, visiting the office, bathrooms, library, cafeteria, nurse, playground, etc. Encourage informal dialogue. SPEAK - Lesson II - Game "School Time"
- D. Allow students to take turns being the teacher. The "teacher" holds up picture of specified school locations and asks selected students: "Do you want to go to the _____?" A correct answer allows that student to be the new "teacher". A variation of this game would be to have several students holding pictures of various school locations and one student asking, "Teacher, may I go _____?" If the correct "Teacher" answers "Yes, you may." He/she becomes "It" and asks the questions.

E. Feely/Smelly Box

Level 1 - Name it

Level 2 - Describe it

rough

smooth

shape

liquid

(Faye Smith - Kindergarten - Boise City Elementary School class)

F. Upper Level: Variation of "Going to London"

Student: Teacher, may I go to the nurse?

Teacher: What would you do there?

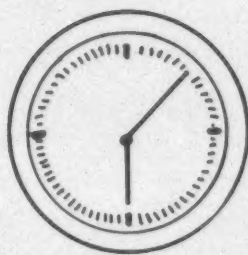
Student: I would get a bandaid.

Next student repeats bandaid and adds something else (aspirin) etc.

(Pat Ramsey - Boise City Elementary School - Title I/Migrant class)

- G. For further alphabet practice: Draw a flight of stairs and place the letters (consonants) on the steps in random order, mixing upper and lower case together. Ask the child to go up the step "reading" the letters as he climbs.

B
|
c
|
d
|
j



If the student succeeds, go back down the same way. VARIATION: For the more advanced student see if he/she can name the sound for the consonant as the downward trip on the stairs is made. (Note: ESL students are not ready for vowel sounds at this time English consonants except for "c" and "g" are fairly pure, making their sound system relatively easy to master for the student.

- H. Play the game "RHYTHM" from Lesson 1. Use either numbers or letters to play.
- I. Make an alphabet match game. Direct the student to demonstrate ability to match alphabet letters (or numbers) by placing the letters in the correct squares. These can be laminated and stored for continuous use.

A	B	C	D	E
F	G	H	I	J

+ E

1	2	3	4	5
6	7	8	9	10

+10

- J. Books Card Game. Make a card game of vocabulary items learned to date. Make four of each item. (Several card games could be created. One of school vocabulary; one of body parts; one of clothing; one of colors; etc.) One wild card should be added to each deck.
- K. Tape structure learned to date. File the taped lessons for review by students as needed.
- L. To practice "j" sound. Learn nursery rhyme "Jack Be Nimble". Act it out.
- M. To further review colors: Introduce the traffic lights, Yellow (watch that "y", red and green). Learn the rhyme that traditionally accompanies such instruction
 "Red, yellow, green
 Red, yellow, green
 Red, yellow, green
 Now I know what the traffic lights mean."
 Make miniature traffic lights to take home.
- N. Listen to recording of animal sounds. Identify dog, cat, etc. Imitate the sounds. "A cat can say _____"

EAT GOOD FOOD.
Choose food from the
basic four.



FOLLOW THE LEADER

LESSON NINE

SUGGESTED ORAL AND ENGLISH LESSON AND ACTIVITIES

Review: Using chain dialogue review: "Do you have a _____?"
"Yes, I do." or "No, I don't."
"Do you want to go to the _____?"
"No, I don't." or "Yes, I do."
"May I go to the _____?"
"Yes, you may." or "No, you may not."

(Use pictures and/or objects from the kit to assist in this review.)

Pronunciation Activity

Practice listening for and producing the difference in sound between the final consonant sounds of "b" and "p" (sop/sob; mop/mob). Continue practicing the pronunciation activities for Lessons 7 and 8.

Materials

Primary

Toys and fruits from kit.
Pictures used in lesson 8.
an airplane

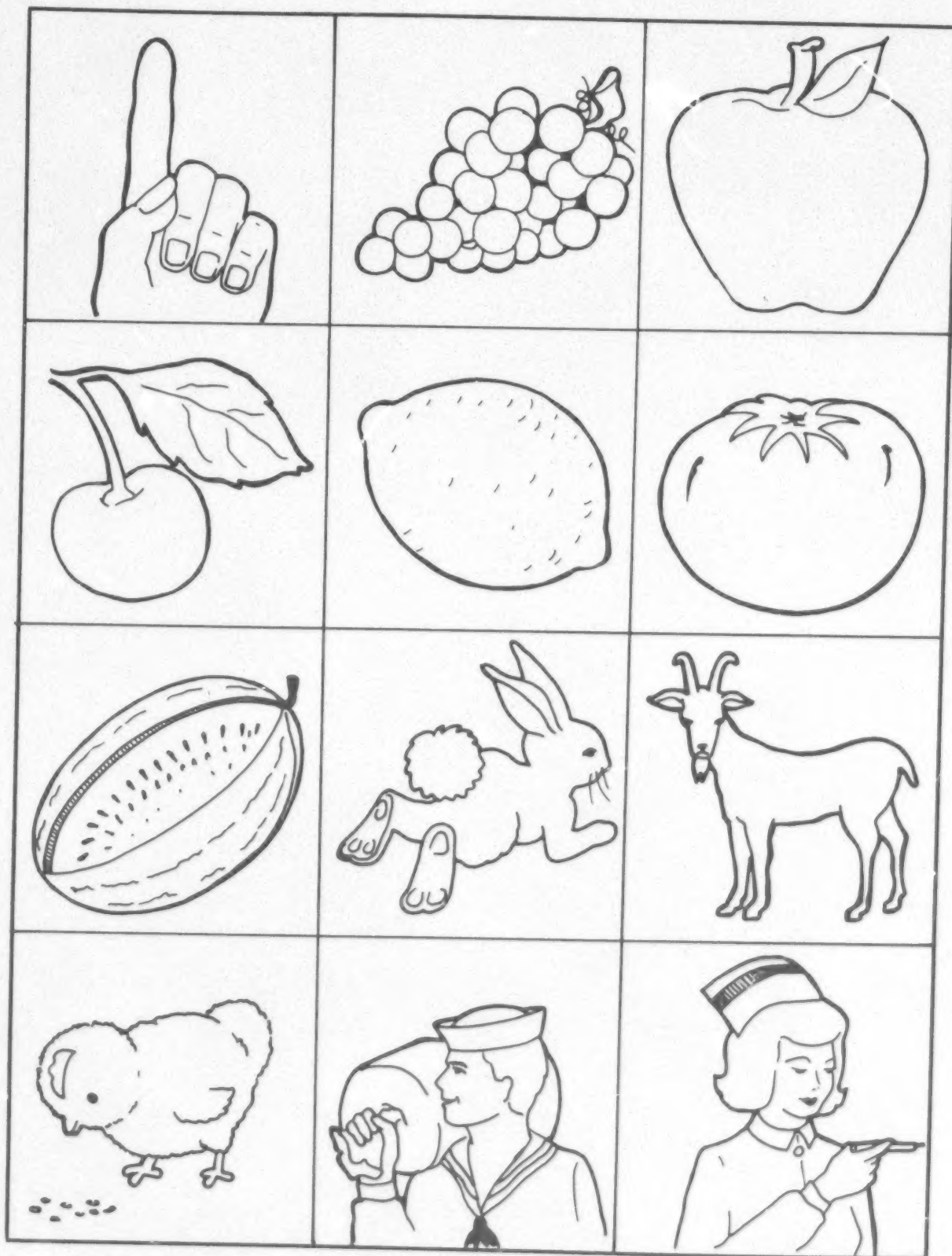
Upper Level

Fruits from kit.
Pictures used in lesson 8.
an airplane

New Lesson Objectives

Asking and answering: "Do you want an _____?"
"Yes, I do." or "No, I don't."
"How are you?" "I am fine."
"Thank you." "Excuse me."
"Yes, please." "No, thank you."

- A. Hold up (an orange, apple, etc.) Model: "An Airplane." Pupils echo. Repeat the activity.
Ask: "Do you want an _____?" Pupil Response: "Yes, I do." or "No, I don't."
Repeat activity several times.



B. Ask: "What's your name?" Pupils answer: "My name is _____."
Model: "How are you?" Pupils echo. Repeat the activity.

C. Model with Puppets: "How are you?"
"I am fine."

REPEAT

Dialogue Practice: "Hello, (good morning/good afternoon).
"My name's _____. What's your name?"
Student response: "My name's _____."
Ask: "How are you?"
Student response: "I am fine." (May need to prompt.)

REPEAT SEVERAL TIMES

Practice dialogue with study partner.

GAMES AND ACTIVITIES

A. Listening Activity: (Teacher may illustrate prior to reading if desired.)

Jesusa

Jesusa's legs ran fast to the new school! Jesusa wants to go to school. It is her first day! She say to her teacher "Good morning! My name's Jesusa. What's your name?"

The teacher say to Jesusa, "Good morning! My name is Mrs. Garcia. How are you?"
"I am fine," says Jesusa.

"Do you want to go to the playground?" asks Mrs. Garcia.

"Yes, I do," says Jesusa.

Jesusa's feet ran to the playground. A girl smiles. She says, "Good morning. What's your name?"

"My name's Jesusa. What's your name?"

"My name's Mary." She had a ball and some clay. "What do you want?" asks Mary. "I want some clay, please. says Jesusa. It was good on the playground. The bell rang. Mary and Jesusa got in line.

"Do you want to go to the classroom?" asks Mary.

"Yes, I do." says Jesusa.

Mrs. Garcia helped Jesusa say her A, B, C's. Mrs. Garcia helped Jesusa say 1, 2, 3. It was good in the classroom.

"Do you want to go to the lunchroom?" asks Mrs. Garcia.

"Yes, I do." says Jesusa. It was good in the lunchroom.

Mary and Jesusa played with the ball on the playground.

Mary says, "Do you have some clay?"

"No, I don't." says Jesusa.

"Do you want some clay." says Mary.

"No, thank you, I want a ball." says Jesusa. Mary and Jesusa smile.

The bell rang. "Do you want to go to the classroom?" asks Mary.

"No, I don't. I want to go to the bathrooom." says Jesusa.

"Mrs. Garcia, May I go to the bathroom?" says Jesusa.

"Yes, you may go to the bathroom."

In the classroom Mrs. Garcia helped Jesusa say red, yellow, blue, green. It was good in school. The bell rang.

"Do you want to go home, Jesusa?" asks Mrs. Garcia.

"Yes, I do." says Jesusa. Jesusa's feet ran fast. It is good at school. But it is VERY good at home!

B. Comprehension Review: Talk about sequence of the story.

Teacher to Students: (Instruct students to fold papers into four boxes.) Make a picture of what happened first (Jesusa went to school and met her teacher); second (she met a friend, Mary); third (she worked and played at school); fourth (she went home).
COLOR AND DISCUSS.

Ask:

1. What did Jesusa say to her new teacher?
2. What did Mrs. Garcia ask Jesusa?
3. Why was the playground a good place?
4. Why was school a good place?
5. What did Jesusa learn in the school room?
6. Why did Jesusa's feet run fast to go home?

Activity:

Pupils take turns telling the story of "Jesusa" to their study partners. They may use their illustrations to assist in this assignment.

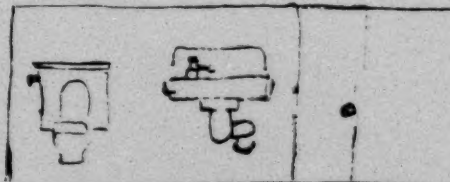
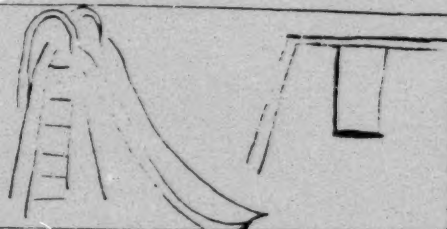
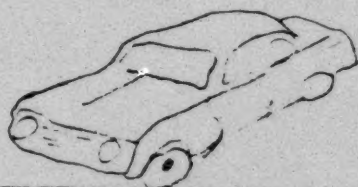
Written Test:

(Students circle the picture which best answers the question.)

1. Jesusa's legs ran fast to the new school!
2. "Do you want to go to the playground?" asks Mrs. Garcia
3. "Mrs. Garcia, may I go to the bathroom?" asks Jesusa.
4. Mrs. Garcia helped Jesusa say 1, 2, 3.
5. "I want a ball," says Jesusa.

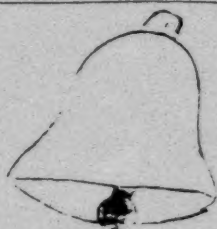
JESUSA

LESSON 9



123

789



FOLLOW THE LEADER

LESSON 10 - REVIEW

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: DO and WHAT questions. (Do you have a _____; What do you have?)
GREETINGS (Yes, I do. No, I don't.)

COMMANDS

I have a/an _____.

I want a/an _____.

What's your name? My name's _____.

How are you? I'm fine.

What color is _____.

May I go to the _____? Yes, you may. No, you may not.

Pronunciation:

REVIEW ALL PRONUNCIATION ACTIVITIES. (nt, final p-b, initial j-y). Introduce the voiceless th in thank. (This th is often pronounced "t" and must therefore, be practiced to be learned correctly.)

Procedure: Section I

1. Place objects from the classroom before you. (ex. an orange, an apple, some clay, a doll, paper sacks; plus any other vocabulary you have been teaching during this ten week period.)
2. Open the paper sack. Allow the class to observe you as you fill it with objects.
3. Call a student. Give him/her a sack.
4. Close your eyes and have him/her take an object and put it in his/her sack.
5. Ask: "DO YOU HAVE AN EGG?"
Student Responds: If the student answers "NO" Ask: "What do you have?"
Student Responds: (Mark if student answers correctly.)
6. Student returns to his/her seat and places his/her sack (still containing the object) under his/her chair.
7. Continue in the same manner with all the students.

Procedure: Section II

1. Hold up an object from the table and ask a student. "DO YOU WANT A PENCIL?"
2. Student responds: "YES, I DO." or "NO, I DON'T."

3. If the response is "YES" say: "WHAT DO YOU HAVE?"
Student responds: (MARK RESPONSE). Say: "I WANT (whatever student has)."
4. Have this student take your place as teacher and ask SOMEONE: "WHAT DO YOU HAVE?"
(Mark if prompting is required.) "I WANT (whatever student has)." This student replaces the first student.
5. REPEAT THE PROCEDURE UNTIL ALL OBJECTS ARE COLLECTED AND ALL STUDENTS HAVE BEEN EVALUATED ON THIS SECTION.

Procedure: Section III

1. Ask a student: What do you want?
2. Student answers: "I want some _____." (Give her/him the object)
3. Ask a student to take your place as teacher. The student will ask:
WHAT DO YOU WANT? The student questioned will respond: "I WANT _____."
4. REPEAT UNTIL EACH PUPIL HAS AN OBJECT AND UNTIL ALL PUPILS ARE EVALUATED ON THIS SECTION.

Procedure: Section IV

1. Close your eyes and ask a student: WHAT DO YOU HAVE?
2. Student answers: "I HAVE _____."
3. Open your eyes and check student. Say: I WANT _____.
4. Repeat this activity with one other pupil.
5. Ask a student to take your place as teacher. Continue the activity until all objects are collected and all students are evaluated on this section.

Procedure: Section V

1. CHAIN DIALOGUE: GOOD MORNING. MY NAME'S _____. WHAT'S YOUR NAME? (Check each student)
2. Distribute different colored crayons to each student. Initiate a chain dialogue saying:
I HAVE A GREEN CRAYON. WHAT DO YOU HAVE? (Check each student on this item.)

Procedure: Section VI

1. Distribute pictures of places and locations throughout the school (and vicinity).
2. Hold up your picture (office) and say to a student: MAY I GO TO THE OFFICE? Student responds YES, YOU MAY, or NO YOU MAY NOT.
3. Allow this student to stand in your place as teacher and ask another student: MAY I GO TO THE _____?
4. CONTINUE UNTIL ALL STUDENTS HAVE BOTH ASKED QUESTIONS AND RESPONDED TO QUESTIONS. CHECK ALL STUDENTS ON THIS SECTION)

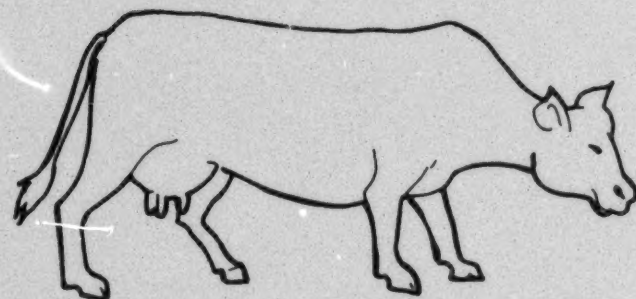
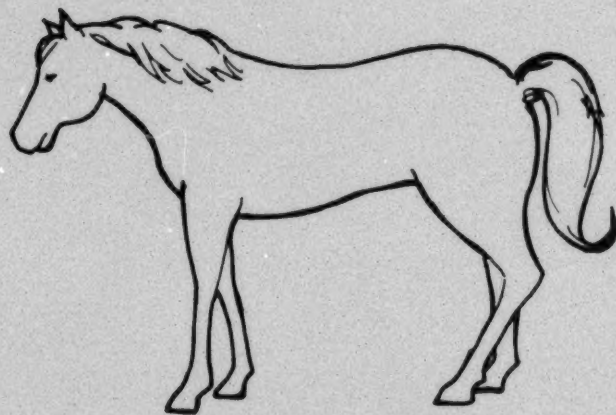
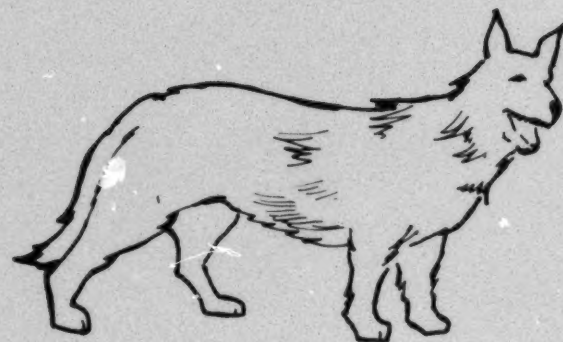
EVALUATION

SCORESHEET LESSON 10

(Mark number of items answered correctly in each section.)

STUDENTS NAMES	SECTIONS I	II	III	IV	V	VI	TOTAL SCORE CORRECT
Garcia, Maria	✓✓	✓✓✓	✓✓	✓	✓✓✓ ✓✓	✓✓	Possible 15 points. Anything below 10 points requires review before proceeding to Lesson 11.



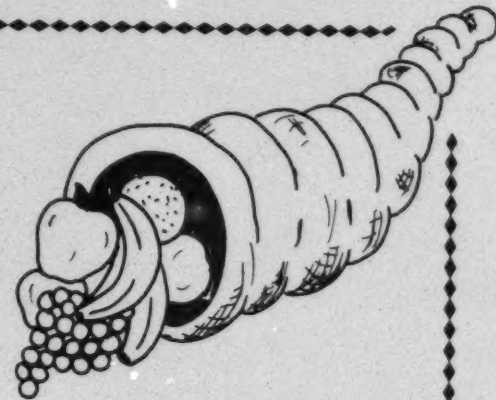


NOVEMBER

A CLOZE TEST FOR REVIEW FUN: JESUSA

Jesusa's legs ran fast to the new school! Jesusa wants to go
 _____. It is her first _____. She says to her
 _____. "Good morning! My name's Jesusa. _____ your
 name?"

The teacher says to Jesusa. "_____ name is Mrs. Garcia.
 How _____ you?"

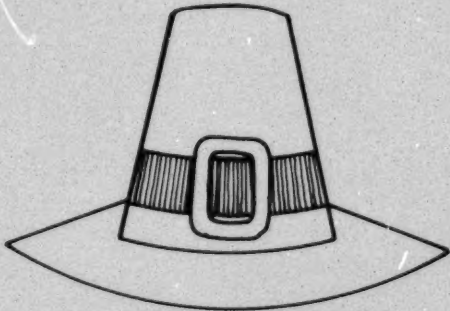


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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Will Rogers' Birthday
1879-1935

First Thanksgiving for
Pilgrims & Chief
Massasoit (1777)

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
NOVEMBER Phase II	Students have completed lesson ten. They have satisfactorily completed the review lesson and quiz. They are ready to begin Phase II of FOLLOW THE LEADER, Lessons 11-20. All students have been introduced to the English alphabet and can recite it from memory (in manuscript for early elementary and both manuscript and cursive for all others.) All students have learned simple English poems and songs and can comprehend their meanings.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS Review survival lessons in the Lawton SPEAK materials; Review all formerly taught structures. Introduce prepositional phrases, action verbs, compound sentences, (using "and") contractions. Continue Language Experience Approach to reading & writing. (Cloze Testing, Semantic Webbing, etc.) Introduce formal reading using linguistic materials and student-made books created from LEA activities. Give Listening Test; Writing Test; Check IEPs. Make student-made filmstrips "Three Bears" and creative strip (The Three Birds/Goats/Snakes, etc.	The student will be able to produce question/answer patterns introduced in November block and will satisfactorily produce English sounds taught. Students will be able to pass an oral comprehension review of short story using known controlled vocabulary. Students will pass paper/pencil quiz of the story. Prepositions will be stressed. Students will produce stories for reading purposes. Word banks and dictionaries will be started. Students will learn about and exhibit comprehension of the meaning and purpose of Thanksgiving in the U.S. This will be accomplished through skits, LEA activities, filmstrips, quizzes.

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
		Use picture books: <u>Bears in the Night.</u> Stan & Jan Berenstain (to teach prepositions) <u>Calico Cat's Rainbow.</u> Donald Charles (to teach nouns/colors, etc.) <u>Hand, Hand, Fingers, Thumb.</u> Al Perkins (to review body parts, etc.) <u>Inside, Outside, Upside Down.</u> Stan & Jan Berenstain (more prepositions) <u>I Can Write--By Me, Myself.</u> Theodore Le Sieg <u>Upside Down Day.</u> Julian Scheer (contractions "won't") <u>One to Ten, Count Again.</u> James Woodward & Linda Purdy <u>Jack Kent's Hop, Skip & Jump</u> Book. Jack Kent (also Holiday books) Using games from Lawton Public School's SPEAK materials and/ or <u>Game Plans for a Success-</u> <u>ful Season,</u> Oklahoma State Department of Education review family vocabulary, numbers, money, and foods.	Students will continue to exhibit ability to recite/ sing poetry, rhymes, songs individually & in groups. Students will exhibit satis- factory use of "this/ that", "these/those", "here/ there", etc. as well as prepositions "on", "in", "under", "over", "by", "be- sides", "behind", etc/ "She", "He", "has/have", "want/wants", does/doesn't". Student will exhibit under- standing of family vocabu- lary, numbers, money and food through staisfacotry lesson and game completion.

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES																								
		Teach names of family members Use Lawton SPEAK: Chapters III, IV, V, VI, XI, XII. SPEAK Games: "Come Home", "Silent Kitty", "Concentration" (numbers, time, and seasons), "Me". "Prepositions", "Let's Run Charlie". SCIENCE ENCOUNTERS--change. Popcorn Seasons--Fall Temperature Talk Temperature Walk Jello Temperature Change of State of Jello Making a "Thanksgiving Menu". Cook the foods. Dress in costume. Have a Thanksgiving skit. Enjoy the feast the class creates. If possible do as much of this activity outside as possible. Write a story about an experience. Use Semantic Webbing. Make sentence strips. Match the strips to the chart. Have students copy the story into individual books for reading, word bank, dictionary, and writing activities. Give an oral cloze test over this activity. Give a written cloze test over this story.	Students will be able to tell simplified version of Thanksgiving Story using the following vocabulary: <table> <tr> <td>Thanksgiving</td> <td>turkey</td> </tr> <tr> <td>Indians</td> <td>Pilgrims</td> </tr> <tr> <td>Mayflower</td> <td>corn</td> </tr> <tr> <td>popcorn</td> <td>pray</td> </tr> <tr> <td>cook</td> <td>food</td> </tr> <tr> <td>mother</td> <td>father</td> </tr> <tr> <td>friends</td> <td>hunt</td> </tr> <tr> <td>bow/arrows</td> <td>fire</td> </tr> <tr> <td>deer</td> <td>children</td> </tr> <tr> <td>ship</td> <td>parents</td> </tr> <tr> <td>eat</td> <td>gun</td> </tr> <tr> <td>sing</td> <td>table</td> </tr> </table> Students will cook and eat a Thanksgiving feast. They will discuss this activity using proper vocabulary. Students will write an account of this activity using the above vocabulary. Students will read this account successfully pass cloze tests on this story activity.	Thanksgiving	turkey	Indians	Pilgrims	Mayflower	corn	popcorn	pray	cook	food	mother	father	friends	hunt	bow/arrows	fire	deer	children	ship	parents	eat	gun	sing	table
Thanksgiving	turkey																										
Indians	Pilgrims																										
Mayflower	corn																										
popcorn	pray																										
cook	food																										
mother	father																										
friends	hunt																										
bow/arrows	fire																										
deer	children																										
ship	parents																										
eat	gun																										
sing	table																										



FOLLOW THE LEADER

LESSON ELEVEN - PHASE II

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives:

Teach "He" and "She".

(S)he has a _____.

They have a/some _____.

Does (s)he have a _____?

Yes/No (s)he does(n't) _____.

What do you want?

What does John (s)he/they want?

(S)he wants a cookie/egg/etc.

What does John have?

(S)he has an airplane, etc.

Pronunciation: REVIEW ALL PRONUNCIATION ACTIVITIES (nt, final p-b, initial j-y, th (thank)

Introduce the ending sound "ks" as in "asks", "sacks", "thanks". Practice this sound in games, etc. Introduce the ending sound of "ts" as in "She wants a pencil." "That's a book." Use a tape recorder, language master, etc. so student can hear himself/herself as (s)he produces a sound. A mirror is also helpful in this exercise.

New Teaching Procedures

Section I. Give each student an object from the instructional kit (pencil, airplane, apple, ball, orange, banana, some paper, eraser)

Ask: "WHO HAS AN AIRPLANE?" Wait for student response. "I HAVE AN AIRPLANE." or "I DO."

If response is correct, say: "Ask John/Mary (etc.)." Allow all students to participate before moving to next structure.

Section II. Teach "HE" and "SHE". Go around the group touching all the girls, saying "she" for each one. Do the same thing for the boys, saying "he". Put all the girls in a group. Put all the boys in a group. Give each an object.

Ask: "WHAT DOES SHE HAVE?" Response: "SHE HAS A/AN _____."

Ask: "WHAT DOES HE HAVE?" Response: "HE HAS A/AN _____."

Practice until each child has a turn. Then have students return to their original chairs.

They should keep the objects given them earlier. Turn to a student and ask: "DOES (S)HE HAVE AN ERASER?" Answer: "YES/NO (S)HE DOES(N'T)."

Practice until all students have the opportunity to respond.

Section III. Conduct a chain dialogue in the following manner:

Say: "I HAVE A PENCIL. WHAT DO YOU HAVE?" Answer: "I HAVE AN ERASER." (Turn to next student in group and ask) "I HAVE AN ERASER. WHAT DO YOU HAVE?"

Make it more interesting by doing this:

Say: "DOES (S)HE HAVE SOME PAPER?" (This is said to neighboring student while pointing to another student in group.)

Answer: "NO (S)HE DOES(N'T), SHE HAS SOME CHALK." etc.

Practice until each student has the opportunity to respond.

Section IV. Place the objects on the table. Use puppets, if you desire, to introduce this procedure.

Have one puppet say to the other: "WHAT DO YOU WANT?"

Second Puppet answers: "I WANT AN EGG."

It might be more successful if you have a raw egg which can be broken into a bowl so the students can see it. You might also have some hard-cooked eggs which can be peeled, cut into pieces, and shared with salt/pepper with the group. A similar activity could be conducted, using cookies.

Have puppets go through the procedure again.

First Puppet: "WHAT DO YOU WANT?"

Second Puppet: "I WANT AN EGG." etc.

Have the puppet ask a student. "WHAT DO YOU WANT?" Student answers. Go through the procedure until all students participate. When everyone has an object, ask:

"WHO HAS AN EGG?" etc. Student response: "I DO." "I HAVE AN EGG." etc.

Say: (as you collect objects: "I WANT A BOOK, etc.

Section V - Activities. SCIENCE ENCOUNTERS: "Seasons", pp. 189-199

Objectives: The child will

1. Identify the seasonal changes by placing pictures of seasonal subject matter in the correct pictured folder.
2. Say the name of the four seasons.
3. Describe activities associated with seasons.

4. Demonstrate knowledge of seasonal weather by drawing pictures of children dressed for seasons.
5. Identify weather seasonal changes by selecting pictures of children dressed for seasons.
6. Identify landscape seasonal changes by selecting pictures showing definite seasonal patterns.
7. Demonstrate knowledge of seasons by making a "Season's" book, adding to it throughout the year.
8. Identify weather changes by selecting pictures of weather for different seasons.
9. Make oral descriptions of seasonal weather.

Oral Vocabulary

Child will use these words in discussing seasons.

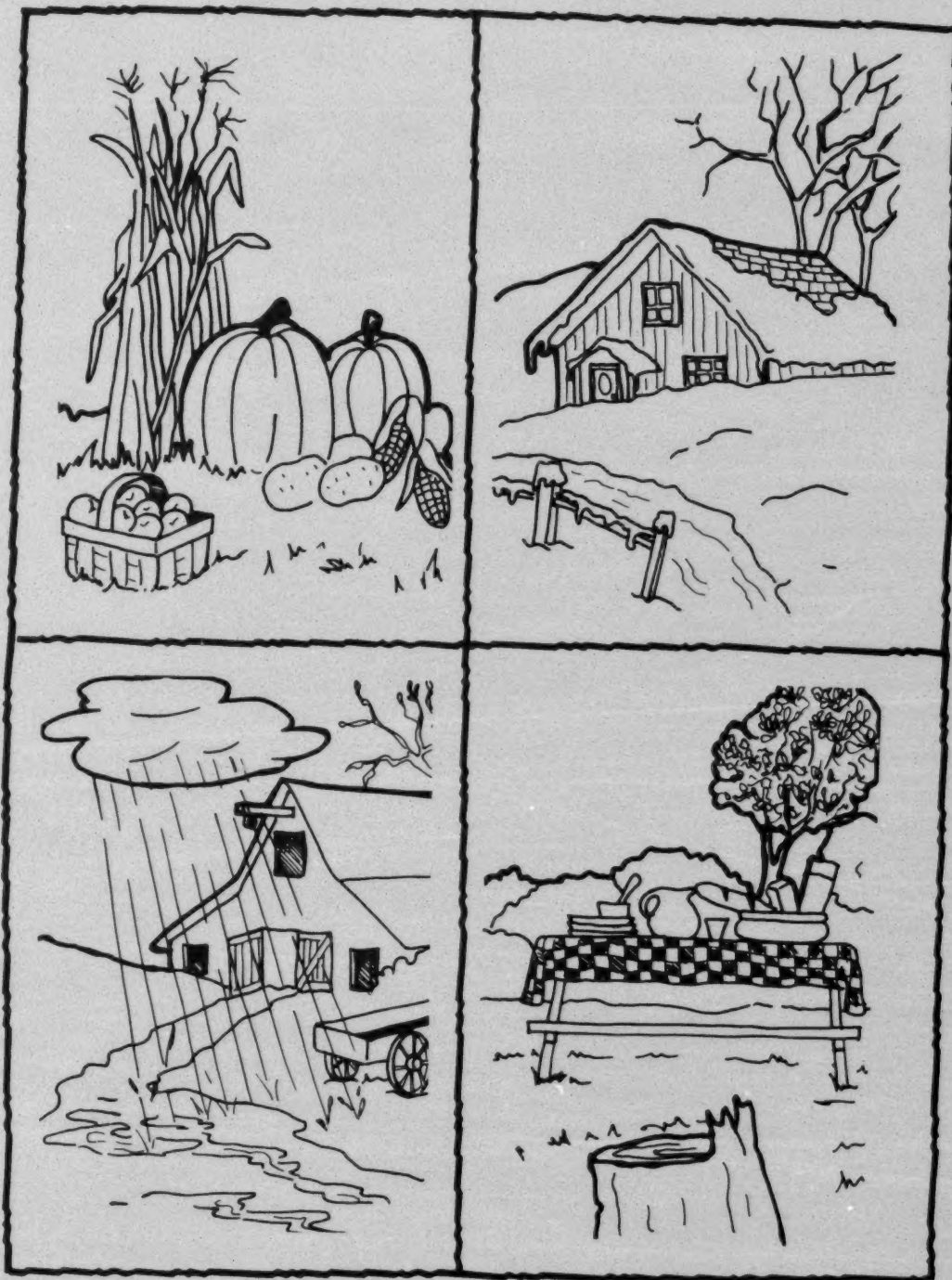
season	Summer	heavy (clothing)	deciduous
Fall or Autumn	cool	light (clothing)	twig
Winter	warm	temperature	evergreen needles
Spring	cloudy	months	(conifer)

Suggested Activities:

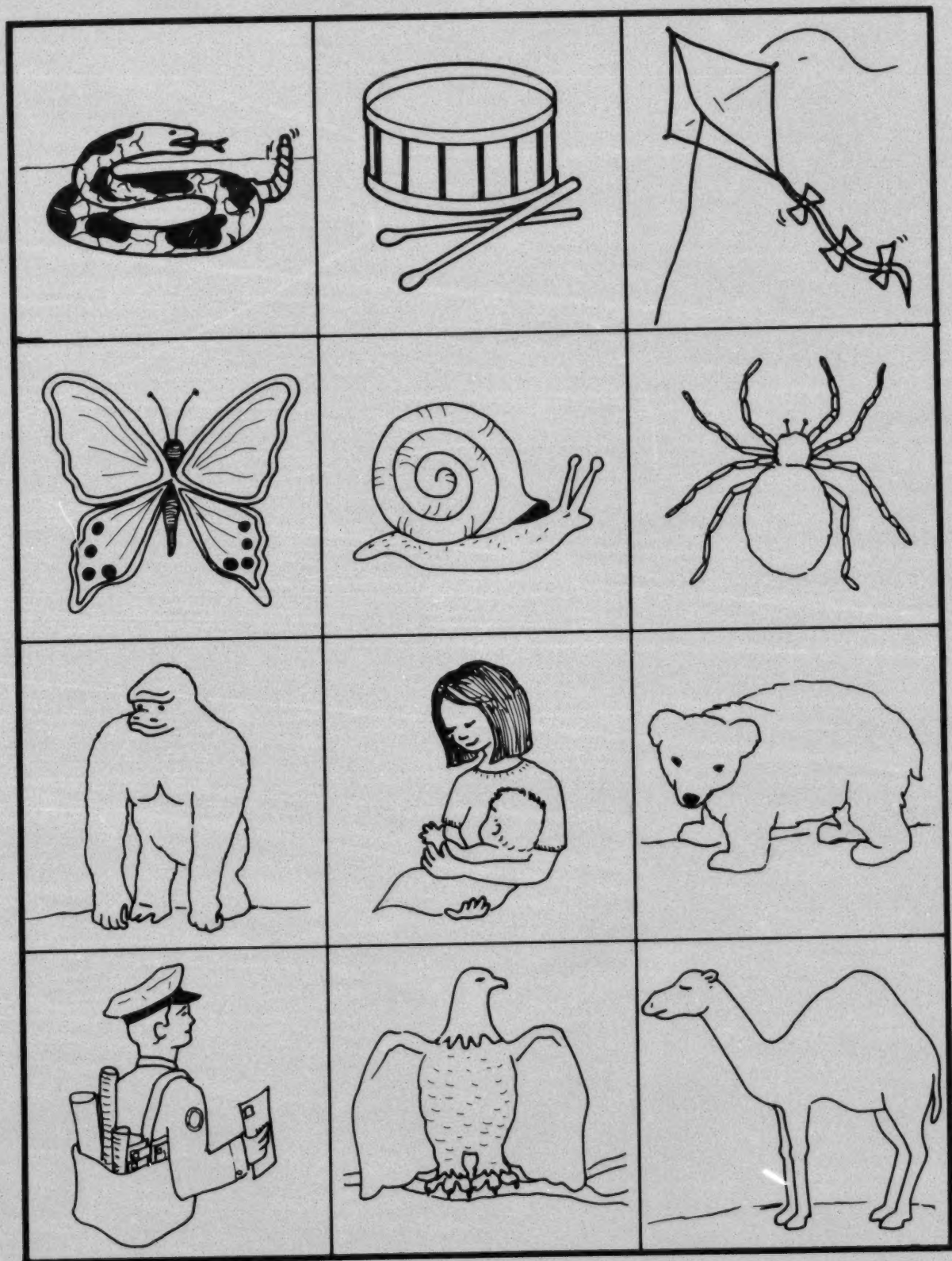
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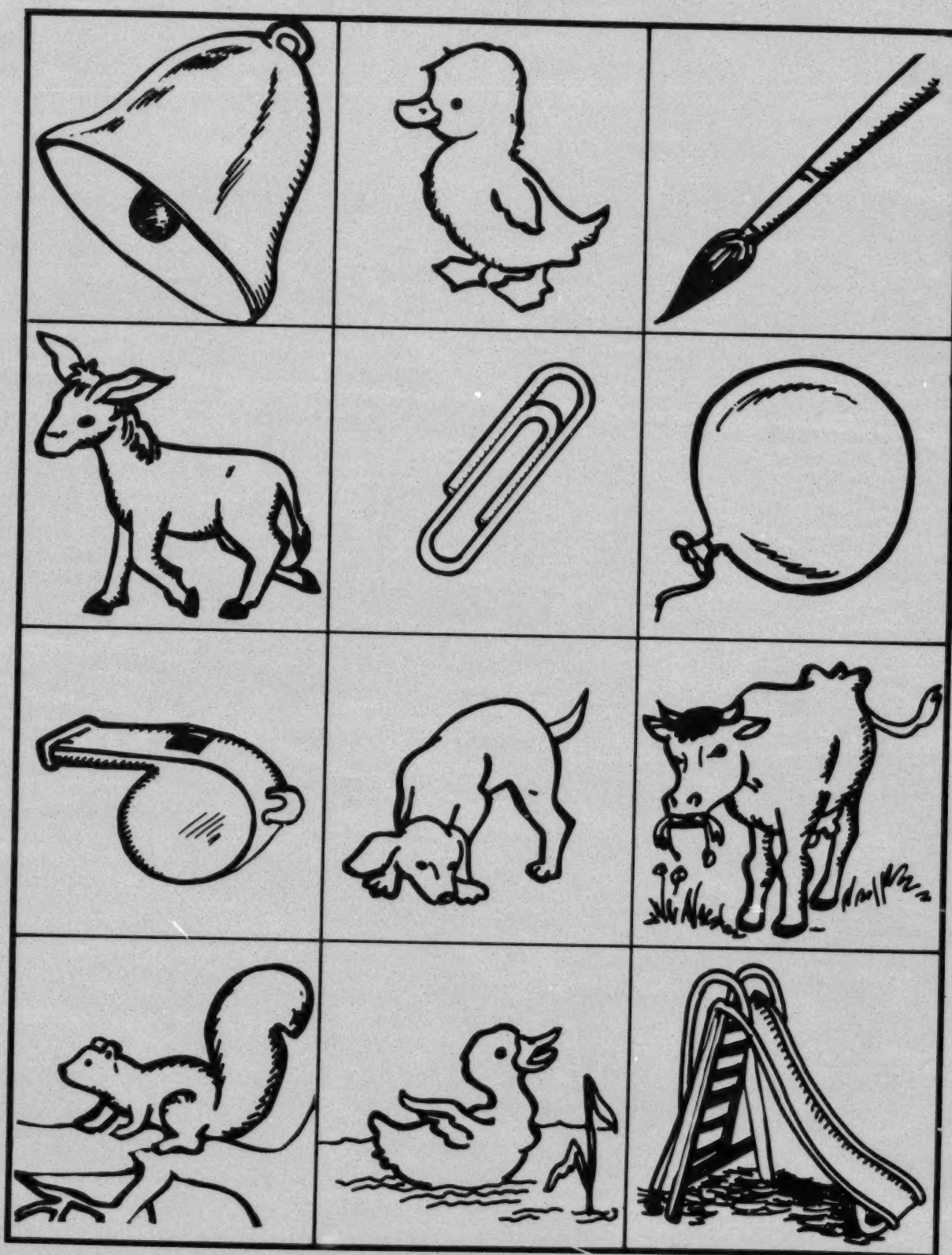
1. Walk around school area outside, focusing informally on trees, landscape, weather conditions with reference to current season.
2. Write a language experience story about the walk.
3. Collect twigs, leaves, needles, etc. Permit children to touch and discuss how they feel, smell, etc.
4. Draw pictures of the seasons.
5. Cut pictures of the seasons from magazines and paste them into their own book of seasons.
6. Discuss appropriate clothing for the season in question.

B. Continue Review with Lawton SPEAK material and games Lesson III and IV.









FOLLOW THE LEADER

LESSON TWELVE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives:

Teacher: "Do you see that book?"

"Do you see those books?"

"Do you see this book?"

"Do you see these books?"

Vocabulary: turkey, Thanksgiving, Pilgrims, Indians, etc.

Pronunciation:

REVIEW ALL PAST PRONUNCIATION ACTIVITIES.

Introduce "th" in the initial position as in "those/these". Many students will pronounce this "d".

New Lesson Procedures:

Place a book, pencil, eraser, and a turkey (picture or candle, etc.) on one table. Place two books, three pencils, 2-3 erasers, and 2-3 turkeys) on another table. Roll a piece of paper into a "spy-glass". Look at one of the objects on the table containing the single items, and proceed as follows:

"I SEE A BOOK." Hand the "spy-glasses" to a child and ask "DO YOU SEE A BOOK?"

Student response should be: "YES, I SEE A BOOK." or "YES, I DO." (Repeat using "THAT".)

Repeat with each object, with each student. Then turn to the table containing the multiple items and proceed as follows:

"I SEE SOME TURKEYS. DO YOU SEE THOSE TURKEYS?" Hand the spy-glass to a student. (S)he should respond: "YES, I DO." or "YES, I SEE THOSE TURKEYS." or "YES, I SEE SOME TURKEYS."

Repeat this procedure with each student and each group of items. Move yourself and the students within touching range of the tables.

Repeat each step above using "THIS" and "THESE". Practice as long as necessary for each student to master this procedure. Then, point to items around the room without benefit of the spy-glass to further check mastery of the new vocabulary.

ACTIVITIES

1. Continue the SCIENCE ENCOUNTERS begun in Lesson Eleven.
2. Have student take a test on the concept of "this"/"that"; "these"/"those". It can be done in the following manner: Say: Class, please do these things:
 - a. Draw a picture of a girl/boy who is pointing at "that" turkey. Make the turkey far away. (Put this on the board for the students.)
 - b. Draw a picture of a girl/boy eating "these" Thanksgiving pies. Write, "I AM EATING THESE THANKSGIVING PIES."
 - c. Draw a picture of some Indians popping some popcorn. Make them far away. Write, "DO YOU SEE THOSE INDIANS POPPING POPCORN?"
 - d. Draw a picture of some Pilgrims eating Thanksgiving dinner. Write, "DO YOU SEE THESE PILGRIMS EATING THANKSGIVING DINNER?" (Write this on the board for the students.)
3. Make a student-made filmstrip of the Thanksgiving story. Have ESL dub the script. Use vocabulary familiar to them. Share the filmstrip with other class members and/or other classes.
4. Write an ESL Thanksgiving book in library-format. Use controlled vocabulary for LEA reading purposes.
5. Prepare a Cloze test of part of Thanksgiving book. Present it orally first as a "snap-reading" activity. Present it then in written form. Check for comprehension/spelling/handwriting proficiency.
6. Teach simple Thanksgiving songs, poems, rhymes, etc. Recite or sing them orally daily.
7. Share the picture books suggested in the monthly over-view.
8. Introduce Lawton SPEAK materials: Chapters V and VI. Play related games.
9. Ideas from GAME PLANS, SDE FOREIGN LANGUAGE GAMES: p. 55.

Purpose: To dramatize language usage.

Materials Needed: Copies of any skit to be performed.

Description: As the teacher reads the skit, (ex., SKITS IN ENGLISH AS A SECOND LANGUAGE, by Mary H. Hines, Regents Pub.) students listen for understanding of what is taking place in the skit. Students then "read" the skit following the teacher's pronunciation and acting. Students take turns reading different parts for practice, after which they can divide into groups and record the skit on tape. The skit can also be student-made . . . ex. Thanksgiving theme, etc.

FOLLOW THE LEADER

LESSON THIRTEEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives:

Does Jan hear the turkey?

Does Mary see the Indian?

Yes, (s)he does. No, (s)he doesn't.

Did you eat the pie?

Is the pie good?

The pie is beside/behind/on/in
the box.

The cup is behind the glass.

Vocabulary for
Substitution Slotting

food

deer

ship

gun

pilgrims

Indians

Pronunciation:

REVIEW ALL PAST PRONUNCIATION ACTIVITIES AS NEEDED.

Practice the aspirated beginning sound of "p" as in "pie".

Practice the unaspirated ending sound of "p" as in "cup".

New Lesson ProceduresSection I. Cup your hands around your ears and say: "I CAN HEAR. MY EARS CAN HEAR." Touch student's ears and say. "YOUR EARS CAN HEAR. YOU CAN HEAR."

Say to student: "SAY, . . . I CAN HEAR. MY EARS CAN HEAR. Repeat until all students have participated. Review same procedure with "MY EYES CAN SEE " until all student have participated.

Make sound of a turkey, say: "I CAN HEAR A TURKEY. CAN YOU HEAR A TURKEY?" Appropriate student response: "YES, I CAN HEAR A TURKEY."

Initiate chain dialogue.

Repeat, using a toy gun. Make the sound of a pop gun, say: "I CAN HEAR A GUN. CAN YOU HEAR A GUN". etc.

Continue the process: "CAN A PILGRIM HEAR A GUN?" "CAN A DEER HEAR A GUN?" etc.

Section II. Prepare a small pumpkin pie. Practice the structures using prepositional phrases as follows:

Place the pie in a box. Say: "THE PIE IS IN THE BOX." Have children repeat. Initiate a chain dialogue using the structure. "WHERE IS THE PIE?" "THE PIE IS IN THE BOX."

Continue the same procedure with prepositions "on", "beside", and "behind". (Practice the process with "turkey", "glass", and "cup".

Conclude Section II with the following activity: Cut the pie into sections for the group.

Serve yourself a small piece and say:

"I CAN EAT THE PIE. THE PIE IS GOOD!" "THE PIE TASTES GOOD!"

Serve the pie to the group. Ask each one as (s)he receives the pie: "CAN YOU EAT THE PIE?"

Appropriate answer: "YES, I CAN EAT THE PIE." etc.

Allow the students to take a few bites and ask: "IS THE PIE GOOD?"

Appropriate answer: "YES/NO, THE PIE (IT) IS(N'T) GOOD."

Initiate a chain dialogue.

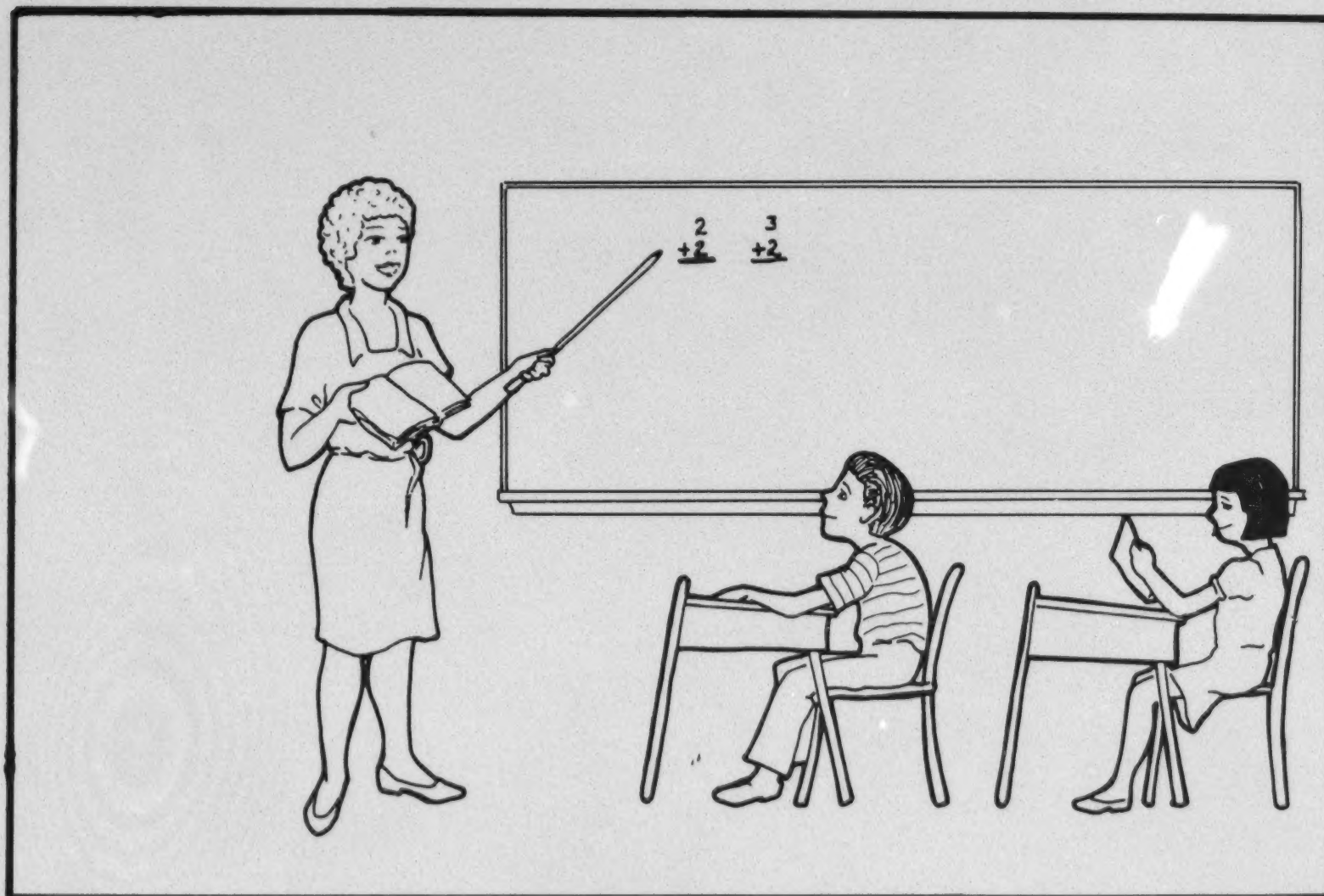
"I CAN EAT THE PIE. THE PIE IS GOOD! CAN YOU EAT THE PIE?" Be sure that the last student asks you the questions. Repeat dialogue using: "DOES THE PIE TASTE GOOD?" "YES/NO IT DOES(N'T)."

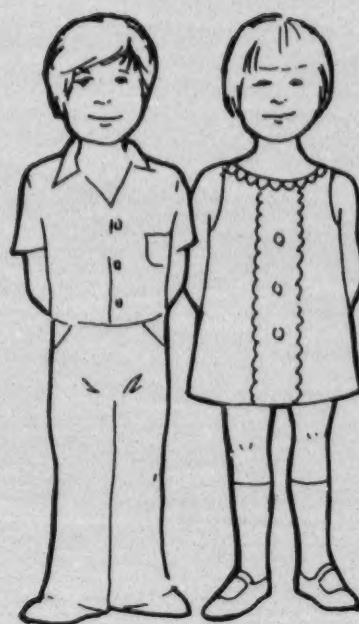
ACTIVITIES:

A. Direct Students To:

1. Continue the SCIENCE ENCOUNTERS begun in Lesson Eleven.
2. Continue all activities begun in Lesson Twelve.
3. Begin Thanksgiving Word Bank.
4. Word Bank should be alphabetized when it reaches 30 words.
5. Use CONTAC PAPER on a tissue box for the filing of the word bank.
6. Make a book according to library-format, entitled, MY DICTIONARY. Arrange the book so that each letter of the alphabet has 2-3 pages assigned to it. Divide each page into two columns. After the word Bank reaches 200-250 words place them into the dictionary in complete alphabetical order. Each word should be accompanied by directions for correct pronunciation and a simple meaning or two.
7. Involve the students in mainstreamed art and music activities related to Thanksgiving.
8. Involve the students in mainstreamed math activities, using ESL structure where needed. Transitional bilingual techniques are also appropriate.

B. Continue Lawton SPEAK activities and Games. Lessons XI and XII.





FOLLOW THE LEADER

LESSON FOURTEEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives:

Continue Thanksgiving vocabulary

Introduce "family" vocabulary:

Introduce "house" vocabulary:

Mother
FatherSister
MotherBaby
Grandmotherhouse
chair
bathtub
curtains
skillet
floor
dresser
kitchen
doorbathroom
table
sink
pan
lamp
rug
stove
bathroom
windowrefrigerator
cabinet/counter
dishes (cup, bowl, cup, etc.)
silverware (fork, knife, spoon)
television (T.V.)
bed
bedroom
livingroom

"Where is _____?"

Pronunciation:

REVIEW ALL PAST PRONUNCIATION ACTIVITIES AS NEEDED.

Many times "th" in the medical position is pronounced "f". Practice such words as "bathroom" "bathtub".

New Lesson Procedures:

Prepare a doll house, complete with a family, furniture, etc. Practice the above new vocabulary using familiar structures. Remember to practice the Thanksgiving vocabulary with the family. This is an excellent opportunity to "role play" Thanksgiving at Grandma's, which is a traditional U.S. custom.

Compare U.S. families with family structures of students represented. Discuss informally.

However, the actual lesson should be highly structured, for example:

"THIS IS THE MOTHER/FATHER/SISTER/ETC."

"THIS IS THE HOUSE."

"MOTHER HAS FOOD IN THE KITCHEN."

"FATHER CAN SLEEP IN THE BEDROOM."

"THE BABY CAN SEE THE BATHROOM." etc.

"WHERE IS THE _____?"

CAUTION: In actual lesson presentation
use only controlled vocabulary
presented in previous lessons.

ACTIVITIES

A. Direct students to:

1. Continue the doll house activity in an informal manner, allowing the children to practice their ESL structures without benefit of formal corrections. Relaxed communication in the new language should be encouraged.
2. Write a LEA story about the experience. Have students neatly record the stories in individual library-format books for reading.
3. Prepare Cloze test over a section of the story. Present it orally as a "snap-reading" exercise, followed by the written activity. Check comprehension, spelling, and neatness.

B. Continue Lawton SPEAK Activities and Games. Lessons III, IV, V, VI, XI, XII.

FOLLOW THE LEADER

LESSON FIFTEEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives:

Continue review of Thanksgiving, house, and family vocabulary with accompanying activities.

Introduce U.S. money: dollar half-dollar fifty cents price(s) buy
 quarter dime nickel pay Thank you
 penny cost(s) change

Numerical concepts: first
second
third, etc.
last

I am first/second/third in line.
The turkey costs \$3.00" etc.

Pronunciation:

REVIEW PAST PRONUNCIATION ACTIVITIES AS NEEDED.

Be aware that many students will omit the "f" sound when in a medial position.

Example: "fifty" may be pronounced "fitty".

Also: Many students will fail to make full closure over the "m" when in final position.

Example: "dime" may be pronounced "die". Practice with mirrors helps with this activity.

Be patient. These are often very difficult sounds to reproduce in these positions for some students.

New Lesson Procedures:

Section I. Set up a store using objects from the classroom instructional kit or bring items from home. The student can help. Put prices on everything, being sure all prices agree with the new vocabulary. (i.e. \$1.00, \$.50, \$.25, \$.10, \$.05, and \$.01). Perhaps the store could be for the family in the dollhouse, it really depends upon the needs of the classroom in question. Some items, such as turkey, pie, etc. can even use pictures if necessary (although this is not ideal . . . plastic or toy items are better). Use your imagination.

Section II. Go to the store and shop. (Use no money at this point.) Provide baskets for the children (Easter baskets are ideal.) Permit them to shop informally first, discussing the store items.

Talk about the numbers on the items and what they mean.

Take a brief field-trip to a super-market. Observe shoppers there. Watch how they shop. Walk up and down the aisles checking the items. Note that they are all marked with "prices". (Practice food vocabulary while "looking" at the items.) Observe the shoppers as they get into "line" to "pay" for their goods. The shoppers use "money" to "pay" for the food, etc.

Arrange for the clerk to show the student how (s)he makes change from a one-dollar bill, using all coins possible.

Return to the classroom.

Section III. Arrange to have a set of play money with denominations of \$1.00 and under. Learn to count the money. Learn the names and values of each coin and the bill.

"I HAVE \$1.00."

"I HAVE \$.50."

"I HAVE 100 PENNIES."

"100 PENNIES IS \$1.00!"

"50 PENNIES IS \$.50."

"TWO \$.50 IS \$1.00!"

"TEN DIMES IS \$1.00."

"FIVE DIMES IS \$.50." etc.

Practice until children have mastered this activity.

Section IV. As the children continue to learn about money, permit them to begin moving into the play store and practice. Select store keepers and customers. Trade around to permit all children to have the opportunity to play all parts.

Suggested Procedure

"I WANT SOME EGGS. HOW MUCH DO EGGS COST?"

"EGGS COST \$1.00."

"I WILL BUY THE EGGS." or "I WILL PAY THE \$1.00."

"I WANT SOME BREAD. HOW MUCH DOES BREAD (IT) COST?"

"BREAD COSTS \$.50."

"I HAVE \$1.00. I WILL BUY SOME BREAD."

"THE BREAD COSTS \$.50. YOU GET \$.50 CHANGE. THANK YOU."

"THANK YOU." etc.

Continue the structured store activity until children have mastered the vocabulary and language structure. Give many opportunities for informal "play" activities in the store area with native English-speaking students. Cue the native speakers to use only the money denominations listed on the items, and to make change accordingly. It should be beneficial to all concerned.

ACTIVITIES

1. Continue all previous November activities.
2. This is a good opportunity to have the ESL students bring money from their own countries for a display. Gain permission to mark some of it and hold for display later in the year when you have the International festival. Be sure the money is properly labeled and its correct denomination listed in English and returned to the rightful owner. Compare this money and its value with U.S. currency.

3. Repeat the LEA writing/reading activities with the supermarket activity; the "play store"; and the money comparison (other countries). Be sure to do "snap reading" and cloze testing on each exercise to check comprehension, spelling, and neatness.

FOLLOW THE LEADER

LESSON SIXTEEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: Continue review of Thanksgiving, house, family, and money concepts as needed.
Introduce New Fall vocabulary:

temperature	thermometer	doctor
cold	cool	nurse
warm	measure	
hot	sick	

Pronunciation: REVIEW PAST PRONUNCIATION ACTIVITIES AS NEEDED.

New Lesson Procedures: (from SCIENCE ENCOUNTERS, J. Branum & M. Cassidy. Used by permission.)

1. Show a fever thermometer - ask: "WHAT IS IT?"
 say: "IT'S A THERMOMETER." Appropriate student response.
 Repeat the procedure.
2. Ask: "WHAT IS IT?" Answer: "IT'S A THERMOMETER."
 Ask: "DO YOU HAVE A THERMOMETER?" Answer: "NO, I DON'T." or "YES, I DO."
3. Give a thermometer to a student. Ask: "WHAT IS THAT?" as you point to the thermometer.
 Answer: "THIS IS A THERMOMETER." or "IT'S A THERMOMETER."
 (Because of question using "THAT" try to elicit "THIS" response.)
4. Say: "A THERMOMETER CAN MEASURE TEMPERATURE."
 "TEMPERATURE CAN BE HOT." "TEMPERATURE CAN BE COLD." "TEMPERATURE CAN BE WARM."

Show the children the numbers and lines that prove measurement. Play doctor or nurse and have someone lie down to have his/her temperature measured. Use proper vocabulary when doing this activity.

This is an important activity at this time when children begin catching colds and flu. They need to understand what you are doing when you measure their temperature. They need to be able to tell you if they feel hot or they think they have a temperature.

5. Say: "A STOVE CAN BE HOT. BOYS AND GIRLS CAN BE HOT WHEN THEY ARE SICK. THE THERMOMETER CAN MEASURE HOW HOT YOUR BODY IS WHEN YOU ARE SICK. IT CAN MEASURE YOUR TEMPERATURE. TEMPERATURE IS HOT OR WARM OR COLD."
6. Practice the above structures until students feel comfortable. They will continue to have difficulty with the pronunciation of "thermometer" and "temperature" for awhile and may even get the terms confused. Be patient. It will proceed quickly, because it is relevant to them and exciting to play nurse or doctor. It might be useful to make nurse hats and a white jacket for the doctor. CAUTION: Be sure to keep the thermometers soaking in alcohol solution for sanitary reasons. Thermometers should never be washed in hot water as they will become damaged. Use cool water with plenty of good soap. Teach the children how to "shake the thermometer down." Do not worry about teaching degrees yet.

ACTIVITIES

1. Visit the nurse or doctor and have all the temperatures measured.
2. Repeat the LEA writing/reading activities with the thermometer. Do not forget to follow up with the prescribed evaluative exercise.

FOLLOW THE LEADER

LESSON SEVENTEEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives:

Continue review of Thanksgiving, house, family, money, and thermometer vocabulary and concepts as needed.

Introduce New Vocabulary: degrees
 heat

Pronunciation:

REVIEW PAST PRONUNCIATION ACTIVITIES AS NEEDED.

Some students will omit final "t" sound in words such as "hot" and "heat".

New Lesson Procedures:

REVIEW ACTIVITIES WITH THERMOMETER AS INTRODUCED IN NEW LESSON PROCEDURES. LESSON SIXTEEN.

Section I: Take your own temperature. Say: "MY TEMPERATURE IS 98 DEGREES." As you say this point to the place where the mercury stops. Do not worry about tenths of degrees at this point.

Have students look at the thermometer. Ask: "WHAT IS MY TEMPERATURE?"

Answer: "YOUR TEMPERATURE IS 98 DEGREES.

Repeat with individual students.

Activity: (from SCIENCE ENCOUNTERS, pp. 67-69)

Individual Thermometers - Student-made

Materials needed:

1. 4" x 11" cardboard squares (1 for each child)
2. 20 inch elastic strips - 1/2" wide (1 for each child)
3. Red tempera paint or red crayons, scissors, glue, stapler, rulers

Procedure:

1. Teacher pre-cuts cardboard.
2. Child colors one-half of the elastic strip (10 inches) with red crayon or paint.
3. Child places ruler at slit on 0. Child marks at each number on ruler.
4. Child uses ruler to draw lines across marks.
5. Child writes numbers in series of 10 starting at 0 at slit and going to 100.
6. Child inserts elastic ends together - to form moveable loop.

Use the thermometer to simulate personal temperature. Practice vocabulary several times before storing thermometers for later use.

Section III: NEED STUDENT-MADE THERMOMETERS.

1. Say: "A THERMOMETER MEASURES HEAT."

Students repeat: "A THERMOMETER MEASURES HEAT."

Say: "A THERMOMETER MEASURES HEAT. I FEEL HOT. MY TEMPERATURE IS 99 DEGREES. I FEEL SICK." Students repeat with prompting if necessary.

Initiate a chain dialogue. Use the student-made thermometers.

Ask: "WHAT DOES A THERMOMETER MEASURE?" Answer: "A THERMOMETER MEASURES HEAT."

Repeat until each child has had an opportunity to ask and answer.

2. Say: "MY TEMPERATURE IS 98 DEGREES. WHAT IS YOUR TEMPERATURE?" (Students should move their thermometer elastic to the appropriate number when responding.)
Response: "MY TEMPERATURE IS 99 DEGREES. (To next student) "WHAT IS YOUR TEMPERATURE?"
etc.
Repeat until each child has had an opportunity to ask and answer.

FOLLOW THE LEADER

LESSON EIGHTEEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives:

Continue review of November vocabulary and structure.

New Vocabulary: sun makes
 shade heat

Pronunciation: REVIEW PAST PRONUNCIATION ACTIVITIES AS NEEDED.

New Lesson Procedures: Temperature Walk - (SCIENCE ENCOUNTERS, p. 67)

1. Take large thermometer. Measure the temperature inside the room. "THE TEMPERATURE IN THIS ROOM IS _____ DEGREES." Record the temperature.
2. Walk outside on the playground. Place the thermometer on the sidewalk while you walk around a bit.
3. Touch the sunny side of the building. Have the children feel the wall, too. Say: "THE WALL IS WARM." Have children repeat.
4. Go to a shady wall and repeat this activity.
Say: "THE WALL IS COOL." Have children repeat.
5. Return to the thermometer and read it.
Say: "THE TEMPERATURE IN THE SUN IS _____ DEGREES."
Have the children repeat. Record the temperature.

6. Place the thermometer in the shady area. Observe the mercury.
Say: "LOOK AT THE THERMOMETER. IT IS COOL HERE." Have children repeat.
When the mercury stabilizes say: "THE TEMPERATURE IN THE SHADE IS _____ DEGREES."
Have the children repeat. Record the temperature.
7. Say: "THE SUN IS HOT. IT MAKES HEAT. THE TEMPERATURE IN THE SUN IS WARM."
Have children repeat. Walk into the sun and notice the warmth.
8. Say: "THE SHADE IS COOL. THE TEMPERATURE IN THE SHADE IS COOL." Have children repeat.
Walk into the shade and notice the coolness.
9. Repeat all of the above until you feel the children understand.
10. Return to the classroom and compare the temperatures on the chart.
Say: "THE TEMPERATURE IN THE CLASSROOM IS _____ DEGREES." (Do not worry about past tense now.)
11. Have children record the sentence on a piece of paper.
12. After doing the above activity, repeat: "THE TEMPERATURE IN THE CLASSROOM IS _____ DEGREES." Have students repeat.
13. Initiate a chain dialogue:
Ask first student: "WHAT'S THE TEMPERATURE IN THE ROOM?" Answer: "THE TEMPERATURE IN THE ROOM IS _____ DEGREES."
Have student ask the next student, etc. until the last student asks you.
14. Repeat the process with the temperature in the sun and the temperature in the shade.
15. Allow students to mix up the temperatures if they desire.
Examples: "WHAT IS THE TEMPERATURE IN THE SUN?" "THE TEMPERATURE IN THE SUN IS _____ DEGREES."
(and to student #2 could ask:
"WHAT IS THE TEMPERATURE IN THE ROOM?" etc.
Students would need to refer to their paper to check correct answer. Continue until all children participate in both question and answer activity.
16. For further reinforcement, have the students find the temperature on the elastic band thermometers they made while they respond orally.

ACTIVITIES

Check previous November lessons for supporting activities.

FOLLOW THE LEADER

LESSON NINETEEN



SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: Continue review of November vocabulary and structure.

Pronunciation: REVIEW PAST PRONUNCIATION ACTIVITIES AS NEEDED.

New Lesson Procedures:

Section I.

1. Continue work with Lawton SPEAK lessons III, IV, V, VI, XI, XII
2. Teacher posts temperature of the day. Students move the elastic on their thermometers to match. Select a student to be "teacher" and ask: "WHAT IS THE TEMPERATURE IN THE ROOM?"
Answer: "THE TEMPERATURE IN THE ROOM IS _____ DEGREES."
3. Place a thermometer outside for a few minutes. Have the student "teacher" retrieve it, record its temperature, and return and report to the class.
4. Ask: "WHAT IS THE TEMPERATURE OUTSIDE?" Answer: "THE TEMPERATURE OUTSIDE IS _____ DEGREES."
5. Initiate a chain dialogue:
"THE TEMPERATURE IN THE ROOM IS _____ DEGREES. WHAT IS THE TEMPERATURE OUTSIDE?"
"THE TEMPERATURE OUTSIDE IS _____ DEGREES. WHAT IS THE TEMPERATURE IN THE ROOM?"
(etc. around the group.)
Repeat until each student participates.
6. Discuss appropriate clothing to be worn today. Cut pictures from magazines depicting fall clothings. paste into the "SEASONS" BOOK.

Section II - Practice vocabulary. Suggested Dialogue:

- Ask: "DOES (S)HE HAVE A THERMOMETER?" Answer: "YES/NO (S)HE DOES(N'T) HAVE A THERMOMETER."
Ask: "WHAT TEMPERATURE DO YOU HAVE?" Answer: "I HAVE _____ DEGREES."
Ask: "(S)HE HAS A COLD EGG. WHAT DO YOU HAVE?" Answer: "I HAVE A COOKIE."
Ask: "WHAT DOES (S)HE HAVE UNDER THAT BOX?" Answer: (S)HE HAS A _____ UNDER THAT BOX."
Ask: "WHERE IS THE AIRPLANE?" Answer: "THE AIRPLANE IS BEHIND THE CABINET."
Ask: "DOES (S)HE HAVE SOME MILK?" Answer: "NO, (S)HE DOESN'T, SHE HAS SOME WATER."
Ask: "WHAT DO YOU WANT?" Answer: "I WANT _____."
Ask: "DO YOU SEE THOSE TURKEYS?" Answer: "YES, I DO. I SEE THOSE TURKEYS."
Ask: "DO YOU HEAR THAT BELL?" Answer: "NO, I DON'T. I HEAR A TURKEY."
Ask: "IS MOTHER IN THE KITCHEN?" Answer: "YES, SHE IS IN THE KITCHEN."
Continue practicing November structure and vocabulary.

ACTIVITIES

1. Make jello. Take temperature of water when it's mixed. Retake when it is set. Compare.
2. Prepare a Thanksgiving "feast" using the jello plus some class-made cookies. (Turkey cookies.) Role-play the first Thanksgiving. Do LEA Reading/writing activities.

FOLLOW THE LEADER

LESSON TWENTY



SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objective: Evaluation of students.

Pronunciation: Review

initial sounds

"j" as in joy
 "y" as in yes
 "th" as in these/those
 "p" as in pie
 "th" as in thank

medial sounds

"th" as in bathtub
 "f" as in fifty

ending sounds

"nt" as in want
 "p" as in cup
 "b" as in cub
 "ks" as in sacks
 "ts" as in that's
 "m" as in name
 "t" as in hot

NOTE: Students should successfully pronounce at least 10 of these sounds.

ORAL TEST: EACH STUDENT MUST BE TESTED INDIVIDUALLY. Have picture/objects as follows:

airplane	cookie	egg
some paper	eraser	pencil
orange	banana	ball

1. Give each student a different object.

Ask: "WHO HAS AN AIRPLANE?" (Check for correct response.)

Ask: "WHO HAS A COOKIE?" " " " "

Ask: "WHO HAS AN ERASER?" " " " "

Ask: "WHO HAS AN EGG?" " " " "

Ask: "WHO HAS A BANANA?" " " " "

(Continue until all articles are accounted for.)

[EACH STUDENT SHOULD BE 100% CORRECT ON THIS PART.]

2. Initiate a chain dialogue. (check each child's question/answer proficiency.)
Use objects in their hands.

Begin: "I HAVE A BOOK. WHAT DO YOU HAVE?" Continue until it returns to you. Be sure to answer the last student.

[EACH STUDENT SHOULD BE 100% CORRECT ON THIS PART.]

3. Collect the items and put them on the table.

Ask: "WHAT DO YOU WANT?" Answer: "I WANT A/AN/SOME _____."

4. Ask: "WHAT DO YOU WANT?" Answer: "I WANT A/AN/SOME _____."

[Turn to another student] ask: "WHAT DOES (S) HE WANT?" Answer: "(S)(HE) WANTS A/AN/SOME _____."

GIVE THE ITEM WANTED TO THE STUDENT FOLLOWING COMPLETED DIALOGUE, WILL NEED IT IN #5.

[EACH STUDENT SHOULD BE 100% CORRECT ON THIS PART.]

5. Ask: "DOES JOHN HAVE A/AN/SOME _____?" [MUST BE NO TO BE CORRECT.]

Answer: "YES/NO, (S)HE DOES(N'T) HAVE A/AN/SOME _____."

Ask same student: "WHAT DOES JOHN HAVE?" Answer: "JOHN HAS A/AN/SOME _____."

6. Ask: "DO YOU SEE THAT BOOK?" [MUST BE "YES".] Answer: "YES, I DO."

Point to one books and ask: "DO YOU SEE SOME BOOKS?" Answer: "NO, I SEE A BOOK."

Ask: "WHAT ARE THOSE?" [pointing at some books far away.] Answer: "THOSE ARE BOOKS."

Say: "I SEE SOME PILGRIMS. DO YOU SEE THESE PILGRIMS?"

Answer: "YES I SEE THESE PILGRIMS." (Make sure they are near to the student.)

Say: "THIS IS A TURKEY. WHAT IS THAT?" (Near to student.) Answer: "THIS IS AN INDIAN."

Say: "THAT IS AN INDIAN. WHAT IS THIS?" (Near to teacher.)

Answer: "THAT IS A PILGRIM."

[EACH STUDENT SHOULD GET AT LEAST FIVE ANSWERS CORRECT.]

7. Ask: "I SEE SOME TURKEYS. DO YOU SEE THOSE TURKEYS?"

Answer: [MUST BE "YES".] "YES, I SEE THOSE TURKEYS."

Say to Same Student: "ASK HIM/HER ABOUT THIS." (hold up one of the objects. Place some near . . . some far from student being tested.)

Response:: "DO YOU SEE (THAT/THOSE, THIS THESE) _____?"

Second student: "YES, I SEE (THAT/THOSE, THIS/THESE) _____."

[HAVE SECOND STUDENT PROCEED TO THIRD STUDENT . . . AS IN A CHAIN DIALOGUE, etc.]

[STUDENT SHOULD BE 100% CORRECT ON THIS PART.]

8. Ask: "CAN YOUR EARS HEAR?" Answer: "YES, MY EARS CAN HEAR."
 Ask same student: "CAN YOUR EYES SEE?" Answer: "YES, MY EYES CAN SEE?"
 Sat to sam student: "NOW, ASK HER/HIM ABOUT HIS/HER EARS AND EYES."
 Student #1 to Student #2:
 #1: "CAN YOUR EARS HEAR?"
 #2: "YES, MY EARS CAN HEAR."
 #1: "CAN YOUR EYES SEE?"
 #2: "YES, MY EYES CAN SEE."
 Continue with #2 and #3, etc.
 [STUDENTS SHOULD BE AT LEAST 50% CORRECT ON THIS PART.]
9. Place objects in various places around the group . . .
- | | |
|------------------|----------|
| under the chair | (eraser) |
| on the box | (pencil) |
| in a cup | (water) |
| beside the book | (glass) |
| behind the chair | (ball) |
- Ask "WHERE IS THE ERASER?" Answer: "THE ERASER IS UNDER THE CHAIR."
 Etc. [ASK EACH CHILD EACH OF THE FIVE QUESTIONS. SHOULD BE 100% CORRECT ON THIS PART.]
10. Blow a whistle.
 Ask Student #1: "DO YOU HEAR A WHISTLE?" Answer: "YES, I DO."
 Ask Student #2: "DOES JOHN HEAR A WHISTLE?" Answer: "YES, HE/SHE DOES."
 Do not blow a whistle:
 Ask Student #3: "DO YOU HEAR A WHISTLE?" Answer: "NO, I DON'T."
 Ask Student #4: "DOES MARY HEAR A WHISTLE?" Answer: "NO, SHE DOESN'T."
 Hold up a ship.
 Ask Student #4: "DO YOU SEE A PILGRIM?" ANSWER: NO, I DON'T?"
 Ask Student #5: "DOES (S)HE SEE A PILGRIM?" Answer: "NO, (S)HE DOESN'T."
 [CONTINUE UNTIL EACH CHILD HAS AN OPPORTUNITY TO ANSWER BOTH TYPES OF QUESTION. STUDENTS SHOULD GET AT LEAST 50% CORRECT ON THIS PART.]
11. Show a pie.
 Ask Student #1: "CAN YOU EAT A PIE?" Answer: "YES, I CAN EAT A PIE."
 Show a cup.
 Ask Student #2: "CAN YOU EAT A CUP?" Answer: "NO, I CAN'T EAT A CUP."
 [CONTINUE WITH OTHER OBJECTS . . . pie, cookies, cup, chair, turkey, etc. STUDENTS SHOULD BE 100% CORRECT ON THIS PART.]

12. Show the doll-house. Organize furniture in appropriate rooms with doll family members in each room.
 Ask Student #1: "WHERE IS MOTHER?" Answer: "MOTHER IS IN THE KITCHEN."
 Teacher: "WHAT IS MOTHER DOING?" Student #1: "SHE IS COOKING."
 To Student #1: "NOW ASK (student #2) ABOUT FATHER."
 Student #1: "WHERE IS FATHER?"
 Student #2: "FATHER IS IN THE LIVING ROOM."
 Teacher to #2: "WHAT IS FATHER DOING?"
 Student #2: "FATHER IS WATCHING T.V."
 Teacher to #2: "NOW ASK (student #3) ABOUT SISTER."
 [CONTINUE WITH OTHER FAMILY MEMBERS. STUDENTS SHOULD BE 50% CORRECT ON THIS PART.]
13. Ask students to identify play money:
 \$1.00 \$.50 \$.25 \$.10 \$.05 \$.01
 [STUDENTS SHOULD BE 100% CORRECT ON THIS PART.]
 Procedure: Ask: "WHAT DO YOU HAVE?" Answer: "I HAVE \$1.00" etc.
14. Hold up a thermometer.
 Ask student #1: "WHAT IS IT?" Answer: "IT'S A THERMOMETER."
 Ask student #1: "DO YOU HAVE A THERMOMETER?" Answer: "NO, I DON'T."
 Ask Student #1: "WHAT CAN A THERMOMETER MEASURE?" Answer: "A THERMOMETER CAN MEASURE TEMPERATURE."
 [REPEAT SERIES OF QUESTIONS TO EACH STUDENT. STUDENTS SHOULD GET AT LEAST TWO CORRECT.]
15. Give out individual student-made thermometers. Slide each thermometer to a different degree. Initiate a chain dialogue:
 Say: "MY TEMPERATURE IS 96 DEGREES. WHAT IS YOUR TEMPERATURE?"
 Answer: "MY TEMPERATURE IS _____ DEGREES. WHAT IS YOUR TEMPERATURE?" etc.
 Until the last child asks you.
 [STUDENTS SHOULD GET AT LEAST 50% CORRECT.]



NOTE:

A.

EVALUATION

SCORESHEET LESSON 10

STUDENT'S NAMES	SECTIONS															TOTAL SCORE CORRECT
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

(Mark number of items
answered correctly
in each section.)

Possible 40 points.
Anything below 35
requires review
before proceeding
to lesson 21.

Garcia, Maria	1	2	1	1	2	4	2	2	1	1	3	3	3	-	2	28
---------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

B.

1. Write a story similar to the example provided after Lesson 10. Use vocabulary and structures learned to date.
2. Make a good quiz.
3. Read the story (twice) to the group.
4. Follow the directions for answering the questions as given under "Comprehension Review" Lesson 10.
5. Prepare a worksheet similar to the teacher-made quiz for written Lesson 10. Words as well as pictures may be included now.

DECEMBER

年你走禮家



1	2	3	4	5	6	7
	1823 - Monroe Doctrine					1941 - Bombing of Pearl Harbor
8	9	10	11	12	13	14
2nd week of Dec. HUMAN RIGHTS WEEK		U.S. acquired Cuba, Guam, Puerto Rico, Philippines				
15	16	17	18	19	20	21
1791 - Bill of Rights ratified			1865 - 13th Amendment ratified - ended slavery		1835 - Cherokees forced out of Georgia due to gold strike	1620 - Pilgrims landed at Plymouth
22	23	24	25	26	27	28
		Moslem Feast of Sacrifice	Christmas Day		Louis Pasteur, 1822-1895	
29	30					
					Dec. 20	1607 - Pocahontas rescued Captain John Smith

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
DECEMBER	Students have completed lessons 11-20 and have satisfactorily completed the review lesson and quiz.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS.	Students will demonstrate in classroom discussions, games, tests, skits and informal conversations that (s)he understands how to greet friends, identify all objects in the classroom, identify colors, numbers, etc., able to tell time to quarter-hour, able to give date, can label major body parts in English, can identify family members, can identify "house" items, toys, animals, food, modes of transportation, money, can accurately use prepositions as presented, can accurately use prepositions as presented, can accurately use "action words, & can identify Christmas vocabulary labels in classroom.
Continue Phase II	They are ready to begin lessons 21-30 to complete Phase II.	Review survival lessons in the Lawton SPEAK materials: Review all formerly taught structures.	Students will demonstrate in both oral & written quizzes that (s)he knows days of week & months of the year.
	All student can write individual letters of the alphabet on demand.	Review prepositional phrases, action words, compound sentences, and contractions.	
	All students can count in English & can write numbers and complete simple equations (according to individual proficiency) on demand.	Continue LEA to reading & writing. Continue formal reading activities. (Cloze testing, Semantic Webbing, etc.) Update IEP's New material to present from Lawton SPEAK materials:	
	All students can perform simple Science experiments.	Chapters: VIII, IX, X. Games: "Our town" "Concentration" (shopping) "Take a Bike" plus any other needed reinforcement.	
	All students can describe the seasonal change taking place, either in written or picture form.	This completes Lawton SPEAK materials except for review purposes.	
		Teach days of the Week.	

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
	Students can do simple reading/writing/ LEA activities & can recite or sing English poetry and/or songs.	Use games from GAMES PLANS for teaching objectives. SCIENCE ENCOUNTERS - Water Expands When Frozen Cloud Walk Seasons - Winter Develop Christmas vocabulary (turkey, Jesus, baby, angels, tree, ornaments, star, wise men, kings, gifts, presents, ribbons, bell, Mary, Joseph, pies, punch, Santa Claus, reindeer, sleigh, sled, snow, housetop, chimney, etc.) Songs: "Up on the Housetop", "Rudolph", "Drummer Boy", "Jolly Old Saint Nicklaus" Nursery rhymes, etc. poems, etc. Stories: <u>Night Before Christmas</u> (in simplified manner) <u>Rudolph</u> (in own words) Picture Books: <u>What Can a Hippopotamus Be?</u> Mike Thaler (occupations in the community) <u>Look Again!</u> Tana Hoban. (questions and answers)	Will exhibit understanding of the Christmas holiday through creative writing assignments, games, art, and skits. Will perform all Science experiments successfully. Will create, bake and eat Christmas cookies. Will use these same patterns to create tree ornaments. Will recite Christmas nursery rhymes, poetry, etc. Will sing Christmas Songs. Will create a Christmas story. Student will exhibit satisfactory use of "How" questions, contractions, "Are"/"Were" questions, "show me a fireman, etc." commands, simple present and begin to use simple past.



MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
	Where is Everybody? Remy Charlip. (questions; simple present) More Antonyms. Joan Hanson Still More Antonyms. Joan Hanson More Synonyms. Joan Hanson Marvin K. Mooney, Will You Please Go Now? Dr. Seuss The Boy with a Drum. David Harrison. Hush Little Baby. Aliki Let's Play House. Lois Lenski The Little Farm. Lois Lenski Papa Small. Lois Lenski. (last 3--present tense) T.V. Kangaroo. Emily Hearn (weather) Upside Down Day. Julian Scheer (won't)		Student will demonstrate understanding of concepts "I always, I sometimes, I never ...". I Will, vs. may be I will. I can, vs. I can't.
	Other books: How We Travel on Land. M. Provus. How We Travel on Water. M. Provus. Any Me I Want To Be. K. Kuskin I Want to Be a Doctor I Want to Be a Fireman I Want to Be a Policeman I Want to Be a Nurse C. Green What Is A Birthday? R. M. Jaynes		Spanish speaking students (or others from Christmas nations) should share Christmas customs. Jewish students can discuss their holiday customs celebrated in December, etc. (Ex. Mar- acas, pinatas, foods, etc.

FOLLOW THE LEADER

LESSON TWENTY-ONE - PHASE II

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: REVIEW AND RELAX FOLLOWING TESTING.

Pronunciation: NO NEW ITEMS FOR THIS LESSON.

New Lesson Procedures: Activities selected and adapted for use from: FOREIGN LANGUAGE . . .
GAME PLANS FOR A SUCCESSFUL SEASON, Oklahoma State Department of Education, 1981.

1. Purpose: To improve comprehension and speaking skills.

Materials needed: None

Description: With the class seated in a circle, one student stands in the middle. The person in the middle stands in front of one student, points to one part of his/her body, but says the name of another part. The person (s)he has selected must point to the part mentioned but must call it by the name of the part the first students pointed to. For example: The students in the middle points to his/her eye but says: "This is my eye." The student (s)he is speaking to must point to his/her eye but must say, "This is my ear." Play continues until one student makes a mistake. (S)he then takes the place of the student in the middle and play continues. "Borrowed from Fun and Games with Foreign Languages, West Virginia State Department of Education.(p. 41).

2. Purpose: To learn the vocabulary of the family

Materials needed: Glue, plain paper, markers or pens, picture of family members

Description: After working orally with the vocabulary for family members, students compile a family album including as many different family members as possible. The ideal situation is to have students use photographs of their family; but when these are unavailable pictures from magazines may be used. Each picture is labeled the father, the mother, the children, etc. Later these albums may be used in sentence forming exercises and questions-answer sessions involving any number of topics based on information concerning people most important to us--our families. (p. 16).

3. Purpose: To review numbers
Materials needed: Approximately 30-40 index cards (depends on class size)
Description: Divide the class into teams of 5 to 10 members. Each team has a set of 10 cards with the numbers 1-10 written on them. The teacher calls out a number between 1 and 55. The first team to hold up cards equalling the number called, wins the point. Play to a predetermined number of points. (p. 15)
4. Purpose: To study the American currency and clothing vocabulary.
Materials needed: Actual clothing articles (or magazines and catalog cutouts)
Description: After learning the American currency, drill by using the various clothing articles as examples. Students can bring old clothes from home in different sizes and present a "style show" or open a "boutique." Pictures can be used also and have the additional value of ease of handling and bulletin board use. (p. 18)
5. Purpose: To reinforce vocabulary
Materials needed:
Description: Students write the alphabet in English vertically down the page. Next they try to think of a word beginning with each letter. Omit any letters used infrequently to begin words. Students will be surprised that they know so many words beginning with each letter. This could be adapted as a relay race.
6. Purpose: To reinforce vocabulary
Materials needed: Pencil and paper
Description: For variation in vocabulary and testing, scramble the letters of the words and put them on the board. The students then decipher the words. For example: house = eouhs, man = nma; girl = lgri. Word searches could also be used in a similar manner. (p. 13).



FOLLOW THE LEADER

LESSON TWENTY-TWO

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: Teach Christmas vocabulary

Christmas

Reindeer

December

Santa Claus

Holiday

days

Christmas tree

Sleigh/sled

chain

Structure: We/I (ect) will put
are putting
did put

Pronunciation: Some children have difficulty producing the medial "i". It is often pronounced "ee". It might help to practice with a tape recorder or language master, using minimal pairs. "seat/sit" "eat/it". etc.

New Teaching Procedures

Section I. Use a calendar and visual aides. Perhaps a filmstrip telling the Christmas Story.

Teach:

"CHRISTMAS IS A HOLIDAY."

"WE HAVE CHRISTMAS IN DECEMBER."

"THIS MONTH IS DECEMBER."

"CHRISTMAS IS THIS MONTH."

"CHRISTMAS IS IN _____ DAYS." (count the days.)

"WE WILL MAKE A CHRISTMAS CHAIN FOR THE DAYS."

"WE WILL COUNT AND CUT OFF ONE PIECE OF THE CHAIN EVERYDAY UNTIL CHRISTMAS."

Activity: Make chain containing one link for each day until Christmas. Additional chains can be kept to decorate Christmas tree for the room.

REVIEW:

Say: "CHRISTMAS IS A HOLIDAY." Group Repeat: "CHRISTMAS IS A HOLIDAY."

Say: "WE HAVE CHRISTMAS IN DECEMBER."

Group Repeat: "WE HAVE CHRISTMAS IN DECEMBER."

Say: "THIS MONTH IS DECEMBER." (Show on calendar.)

Group Repeat: "THIS MONTH IS DECEMBER."

New Lesson Procedure:

Section I. Introduce new lessons from Lawton SPEAK materials, Chapter XII. Play related games.

Section II. Learn nursery rhyme "JACK BE NIMBLE." Act it out.

Ask: "CAN YOU JUMP?" (To student while (s)he is jumping.) Answer: "YES, I CAN JUMP."

Initiate a chain dialogue. (Repeat with other action words . . . "RUN", "WALK", "KICK", etc.)

Section III. Say: "I WILL JUMP." (repeat) Ask: "WILL YOU JUMP?"

Student: "YES/NO, I WILL/WILL NOT JUMP."

As you or student answers, act out response.

REPEAT THIS ACTIVITY WITH EACH ACTION WORD LISTED IN OBJECTIVES.)

Section IV. Sit down and say: "I DID JUMP. YES, I JUMPED." Say it again.

Ask students to repeat: "I DID JUMP. YES, I JUMPED."

Student #1: "YES, I DID JUMP, I JUMPED."

(Continue this procedure with each student.)

ACTIVITIES:

1. Using vocabulary drawn from students and put in lists on the board. Assign students to write a Christmas story. It will be very short. Those not able to do this can draw a picture and dictate to you what they want written. A short paragraph will probably suffice.
2. Follow directions on sugar cookies tube and bake Christmas cookies. Use cutters for designs. Decorate as you desire. Freeze to use at party. This type of activity inspires much conversation and critical thinking.

3. Make a pinata. From: FOREIGN LANGUAGE--GAMES PLANS FOR SDE

Materials needed: One large balloon, newspapers, wallpaper pastes (flour and water mixture), coat hanger, scissors, crepe paper of several colors and/or tempera paint

Description: Blow up the balloon and secure by tying the end. Cut several newspapers into two-inch strips. Soak each strip in the wall paper paste solution. (Solution is mixed according to printed instruction.) Place the soaked strip around the balloon. Work around the balloon in a random fashion until the balloon is completely covered by several layers (four to eight). Allow to dry in warm room overnight. Rework the mache if necessary. After the form is done, the students should begin to decorate. Some pinatas can be painted with tempera for background color. Long crepe paper strips (two inches wide) can be fringed and pasted around the shell.

After the construction is finished, a vote can be taken for the best pinata. Hang it in the classroom and have a pinanta party. (p. 59)

Section II. REVIEW THE FILMSTRIP ABOUT CHRISTMAS

Discuss informally any vocabulary attached to the filmstrip.

Say: "THIS IS A STAR." Group repeat: "THIS/THAT IS A STAR."

Ask: "WHAT IS THIS?" Group answer: "THAT IS A STAR."

Say: "WE WILL PUT A STAR ON THE TREE." Group repeat: "WE WILL PUT A STAR ON THE TREE."

Ask: (Hold up chain.) "WHAT IS THIS?" Group repeat: "THAT/THIS IS A CHAIN."

Say: "WE WILL PUT CHAINS ON THE TREE." Group repeat: "WE WILL PUT CHAINS ON THE TREE."

Say: "WE ARE PUTTING A STAR ON THE TREE. Students repeat (and do)

Say: "WE DID PUT A STAR ON THE TREE." Ask: DID WE PUT A STAR ON THE TREE?"

Answer: "YES, WE DID PUT A STAR ON THE TREE."

(Repeat procedure, using "chains".)

Activity: Conduct a LEA activity concerning the initial tree-decorating activity. Copy it into student-made library-format books for reading. Create oral/written cloze tests to check comprehension, etc.

Section III. Say: (while holding up a picture of Santa Claus, reindeer, sled, etc.)

"THIS IS SANTA CLAUS. THESE ARE HIS REINDEER. THIS IS HIS SLED."

Group repeats each item. Hand out items and initiate a chain dialogue.

Example: Ask: "THIS IS SANTA CLAUS. WHAT ARE THESE?"

Answer: "THESE ARE HIS REINDEER. WHAT IS THAT?"

Answer: "THIS IS HIS SLED." etc.

Section IV - Activity. Learn song. "Up on the Housetop."

FOLLOW THE LEADER

LESSON TWENTY-THREE

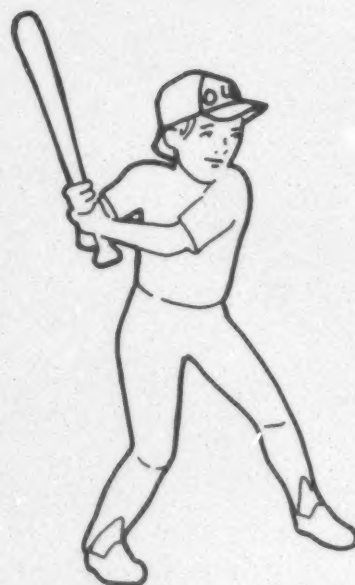
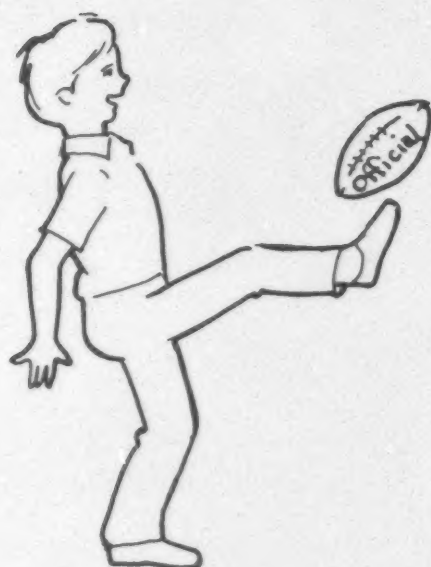
SUGGESTED ORAL ENGLISH LESSON AND ACTIVITY

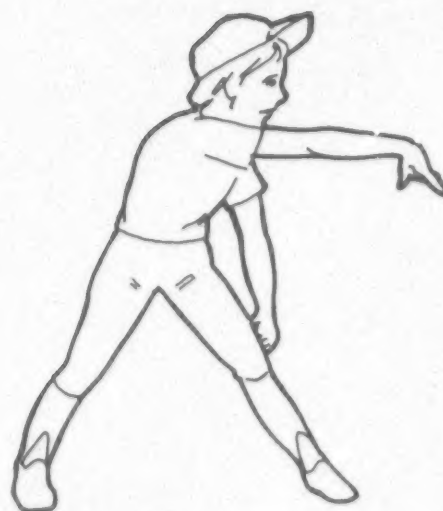
Objectives: Review Christmas vocabulary.

Introduce: Action words - "I CAN RUN/WALK/KICK/JUMP/SKIP, etc." "WHERE ARE/IS _____?"

Pronunciation: Practice the final "ll" sound found in "ball". "doll," etc.; and the final "t" in "jumped", "walked", "skipped", etc.









FOLLOW THE LEADER

LESSON TWENTY-FOUR

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITY

Objective: CONTINUE LEARNING CHRISTMAS VOCABULARY IN CLASSROOM.

How do you jump?

Are you walking?

How do you walk?

Were you walking?

Pronunciation: Teach "ing" to assist students who say "een". (i.e. "walkeen" vs. "walking")

New Lesson Procedures:

Section I.

1. Review Lawton SPEAK lesson, chapter XII.
2. Review related games.

Section II.

1. Ask student: "HOW DO YOU JUMP?" (May need to use puppets to introduce.)
2. (Have student demonstrate action.)
3. Have students ask each other: "HOW DO YOU JUMP/RUN/SKIP/etc?"
4. Have students demonstrate action as asked.

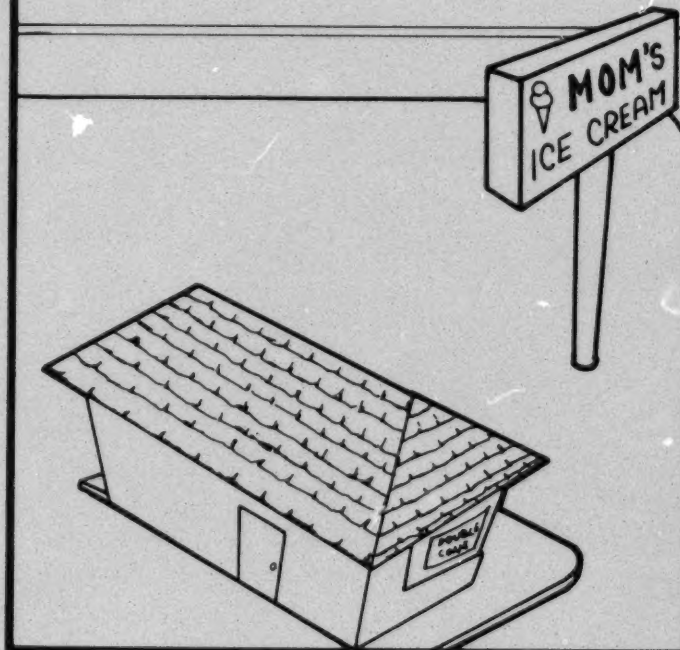
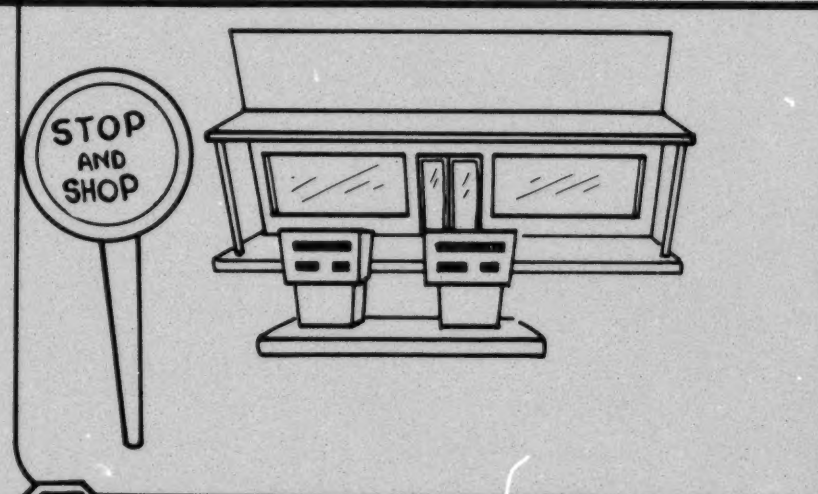
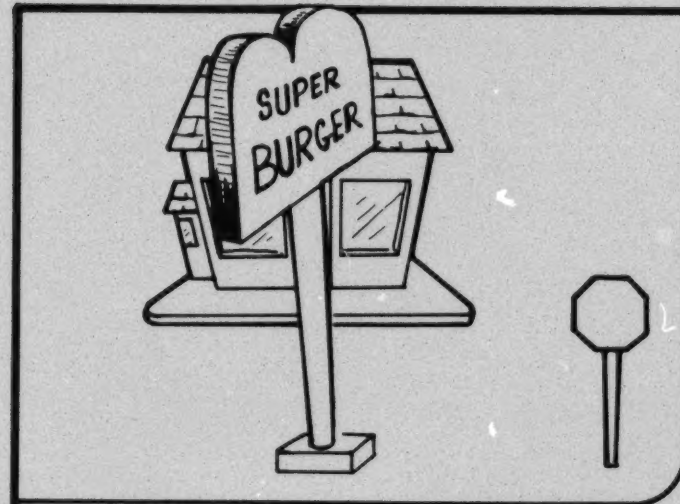
Section III.

1. While jumping, say: "I'M JUMPING. CAN YOU JUMP?" Have children demonstrate action while saying, "I'M JUMPING."
2. Assign different students to complete different action assignments. (i.e., one child is jumping, another is walking back and forth, another skipping, etc.)
3. Ask each: "WHAT ARE YOU DOING?" Response: "I'M RUNNING/JUMPING/SKIPPING/etc."

ACTIVITIES

1. Learn song "Rudolph"
2. Learn song "Drummer Boy"
3. Learn song "Jolly Old Saint Nicklaus"





FOLLOW THE LEADER

LESSON TWENTY-FIVE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: CONTINUE LEARNING CHRISTMAS VOCABULARY AND CONCEPTS IN CLASSROOM. Learn about the community.

This is a fireman/nurse/teacher/doctor/policeman/etc.

This is a store/cafe/gas station/etc.

Pronunciation: Pronounce the "s" sound as in "see" and "mess" and the "sh" sound as in "she" and "mesh".

New Lesson Procedure:

Section I.

1. Introduce the new lesson VIII from the Lawton SPEAK materials.
2. Play related games.

Section II.

1. Refer to pictures of community workers.
Teach: "THIS IS A _____."
Ask: "WHERE IS THE _____?" ANSWER: "THE _____ IS BY THE DOOR."
etc.
2. Draw pictures of these workers and label them.
"SHOW ME A _____." (Let students take turns being "the teacher" for this activity.)

Section III.

1. Refer to pictures of communities in the guidebook, magazines, etc. Discuss them.
2. "THIS IS A FOOD STORE."
"THIS IS A GAS STATION."
"THIS IS McDONALD'S."
"McDONALD'S IS A CAFE." etc.
Ask: "WHAT IS THIS?" Answer: "IT'S BY THE GAS STATION." etc.

Activities

1. Write a short story about what students ALWAYS do when they go to McDonald's.
2. Write a short story about what students SOMETIMES do when they go to McDonald's.
3. Write a short story about what students NEVER do when they go to McDonald's.

4. Is McDonald's a good place to go in December? Why?
5. Note DECEMBER OVERVIEW concerning cultural sharing this month. If pinata has been made for Spanish-speaking students, ask other students from other backgrounds if they have any special customs they celebrate this month.

FOLLOW THE LEADER

LESSON TWENTY-SIX

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objective: REVIEW DECEMBER VOCABULARY AND CONCEPTS; REVIEW OTHER VOCABULARY LEARNED THIS MONTH.

Introduce: Days of the Week

Saturday	Wednesday	If today is _____, what day
Sunday	Thursday	is tomorrow?
Monday	Friday	If today is _____, what day
Tuesday		was yesterday?
		If tomorrow is Friday, what day is
		today?

Transportation:

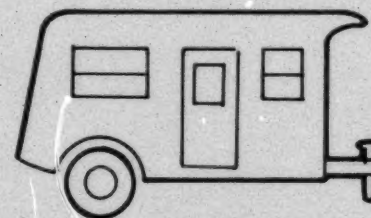
Truck	Airplane
Train	Bus
Car	Bicycle

Pronunciation: Practice plural forms of "es" as in buses".

New Lesson Procedures:

Section I.

1. Introduce the days of the week. Use the calendar. Learn "Days of the Week" song.
 - a. "Today is Saturday. Today is Saturday.
Saturday is for shopping. Saturday is for shopping.
Is Everybody happy? Well, I should say!"
 - b. Today is Sunday etc.
Sunday is for Church etc.
Chorus:
 - c. Today is Monday . . . etc.
Monday is wash-day . . . etc.
Chorus:
 - d. Today is Tuesday . . . etc.
Tuesday is ironing . . . etc.
Chorus:



- e. Today is Wednesday . . . etc.
 Wednesday is for mending . . . etc.
 Chorus:
 f. Today is Thursday . . . etc.
 Thursday we bake a cake . . . etc.
 Chorus:

- g. Today is Friday . . . etc.
 Friday is for dancing . . . etc.
 Chorus:



2. Learn to write the days of the week.

Section II. From FOREIGN LANGUAGE GAME PLANS, SDE

Purpose: To teach and review days of the week

Materials needed: A white canvas garden glove, pen

Description: Use the right or left glove depending on whether you are right or left-handed. Print on each finder tip the initial letter of the day of the week on the palm side. Saturday and Sunday are written below on the palm. (See illustration). Drill the students by asking "If today is Monday, what day is tomorrow?" As you drill, bend and straighten your finger continuously for Monday and then for Tuesday. As the students answer, repeat the motion. Reverse the question by asking, "if tomorrow is Friday, what day is today?" (p. 24)

Section III.

1. Introduce the new lesson IX from Lawton SPEAK materials.
2. Play related games.

Section IV.

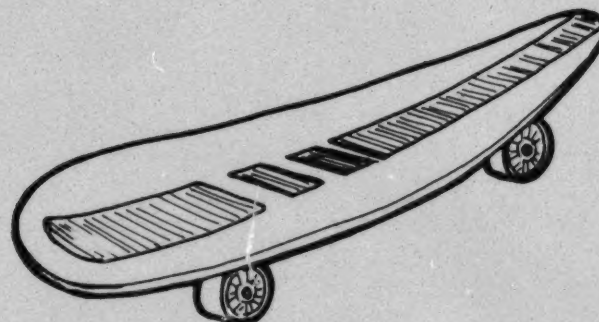
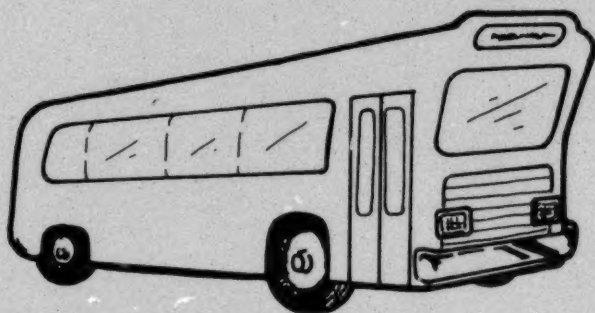
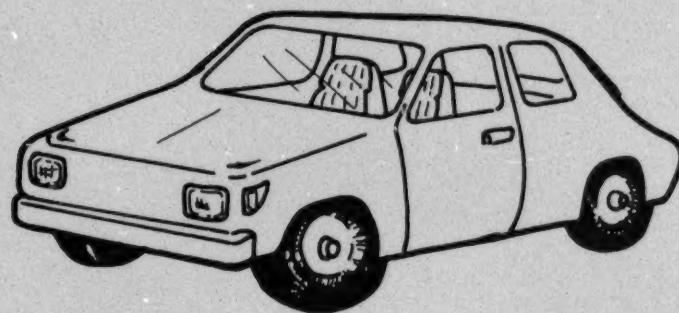
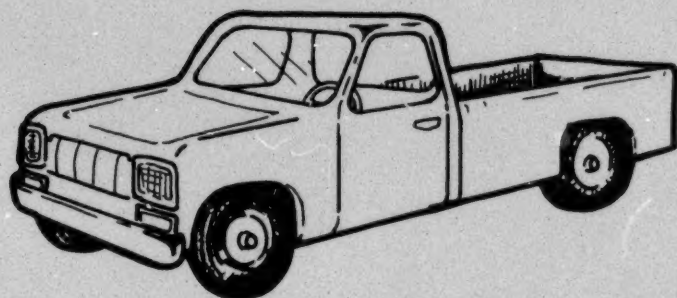
1. Review vocabulary: "IT'S A CAR/TRUCK/ etc."
2. Relate the vocabulary to Christmas. "I WILL GET A TRUCK FOR CHRISTMAS."
 "I WILL RIDE THE BUS TO MY GRANDMOTHER'S HOUSE FOR CHRISTMAS." etc.
3. Practice these structures formally in the group.

ACTIVITIES: From FOREIGN LANGUAGE GAME PLANS, SDE

1. Purpose: To reinforce classroom learning through buddy activities.

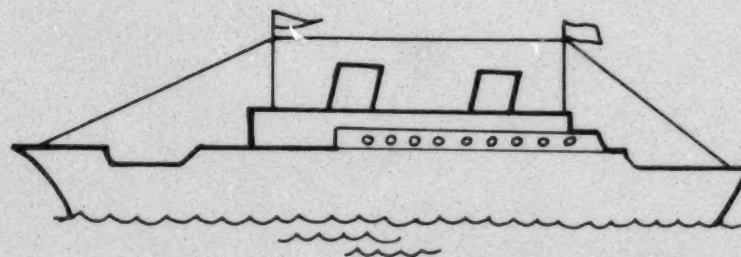
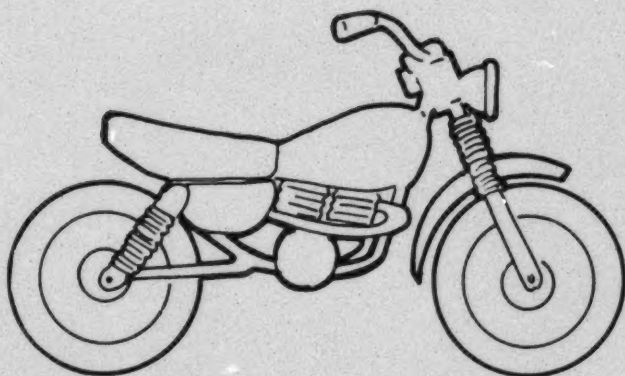
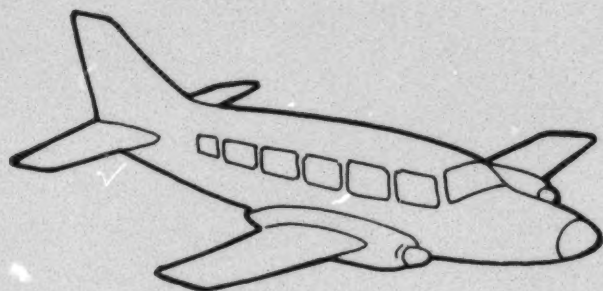
Material needed: Cassette player/recorder

Description: SOUND SCAVENGER HUNT. Each team is given a list of sounds that it must find and record. The list is written in the English. The team to complete the recording of the listed Christmas sounds first is the winner. Sounds may include things such as: Siren, popcorn popping, jingle bells, person at a drive-thru window saying, "May I help you?" etc. (p. 53).



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2. Write as many words as you can think of that begin with these letters: (Do not repeat words.)

C
H
R
I
S
T
M
A
S

A
N
G
E
L

3. Write a Christmas skit and share it with the class.
4. Make tree ornaments from playdough with cookies cutters. Discuss the shapes; triangle, star, doll, truck, etc.

FOLLOW THE LEADER

LESSON TWENTY-SEVEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: CONTINUE TO REVIEW ALL DECEMBER VOCABULARY AND CONCEPTS.

Learn Science vocabulary related to the season of winter.

water	ice	shadows	salt	because
frozen	freezing	clouds	expands	

THIS IS ICE.

ICE IS FROZEN WATER.

THOSE ARE CLOUDS.

CLOUDS MAY MAKE RAIN OR SNOW.

Pronunciation: Hearing and producing the ending sound "ds" in "clouds", "birds", etc.

New Lesson Procedures:

Section I.

1. Review Lawton SPEAK Lessons, Chapters VIII, IX and I.
2. Play related games.

Section II.

1. Review days of the week in song.
2. Review days of the week in game, using white canvas garden gloves.
3. Review days of the week with paper, pencil, and/or chalkboard tests.
4. Review days of the week with chalkboard relay races. (Divide into teams. Team spelling most days of week correctly first, wins.)

Section III.

1. Review transportation vocabulary in a similar way as #4 above.
2. Use guidebook pictures for quizzes and review of transportation/communities/etc.

Section IV.

1. Review seasons. Add pictures of seasonal clothing under label "WINTER" in SEASONS BOOK.
2. Compare indoor and outdoor December temperatures. Compare the outdoor temperatures in December to those recorded for November.
3. Draw pictures of Summer changing into Fall; Fall changing into Winter.

Section V. Adapted from SCIENCE ENCOUNTERS, by M. Cassidy and J. Branum, p. 47.

Materials needed: rock salt, ice, pans (one small than the other)

Procedure:

1. Place rock salt and ice in larger pan. Say: "THIS IS ICE." "THIS IS SALT."
Ask: "DO WE EAT THIS SALT?" Answer: "NO, WE DON'T." (Children repeat. They also touch both ice and salt and compare their temperature etc.)
2. Child marks second pan with a line (inside and outside) about 1/2 way up.
3. Child fills second pan with water up to the line.
4. Ask: "WHAT'S IN THE PAN?" Answer: "WATER'S IN THE PAN."
Say: (While pointing) "THE WATER IS UP TO THE LINE." Have children repeat. (Make sure all children take turns participating in this language activity.)

5. Child places smaller second pan in first larger pan of ice and salt rock.
6. While waiting review: "WHAT'S IN THE PAN?" (WATER IS IN THE PAN.)
"WHERE'S THE WATER?" (WATER IS IN THE PAN, or THE WATER IS UP TO THE LINE.)
7. When the water begins to freeze say: "LOOK! THE WATER IS FREEZING." (Have children repeat.)
"WHY IS IT FREEZING." (feel pan.) Answer: "BECAUSE IT IS COLD."
8. When water in second pan is frozen, say "LOOK! THE WATER IS FROZEN." (Have children repeat and feel the water.) "LOOK FOR THE LINE INSIDE THE PAN."
"CAN YOU SEE THE LINE IN THE PAN?" Answer: "NO, I CAN'T SEE THE LINE IN THE PAN."
9. Mark the inside of the pan above the ice with a marker.
Say: "WATER EXPANDS WHEN IT FREEZES."
Have children repeat this.
10. Review: "THE WATER IS FROZEN." "WHY IS THE WATER FROZEN?" (BECAUSE IT IS COLD.) "CAN YOU SEE THE LINE IN THE PAN?" ("NO, I CAN'T SEE THE LINE IN THE PAN.") "WHAT DOES WATER DO WHEN IT FREEZES?" (WATER EXPANDS WHEN IT FREEZES.)
11. Melt the ice and remove from second pan and compare the two lines in the pan. Repeat: "WATER EXPANDS WHEN IT FREEZES."

Section VI. SCIENCE ENCOUNTERS, J. Brnum and M. Cassidy.

Procedure:

1. Teacher takes children on walk outside to look at clouds.
2. Lie on backs and watch clouds.
3. Talk about clouds and shadow. (i.e. "I SEE A CLOUD."
"I SEE CLOUDS."
"LOOK THE CLOUD IS MAKING A SHADOW ON THE GROUND."
"I CAN MAKE A SHADOW ON THE GROUND." (demonstrate)
"CLOUDS CAN MAKE RAIN OR SNOW.")
4. In classroom child makes cloud picture, using cotton and construction paper.
5. Child labels or dictates caption. (See above suggestions.)
6. Display pictures.
7. Review in ESL class about CLOUDS and SHADOWS.

FOLLOW THE LEADER

LESSON TWENTY-EIGHT

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: REVIEW ALL DECEMBER VOCABULARY AND CONCEPTS.

Pronunciation: NO NEW ACTIVITIES FOR THIS LESSON.

New Lesson Procedures:

Section I.

1. Read Christmas stories and books to class using simplified vocabulary.
2. Continue to sing songs
3. Perform skits before the class.

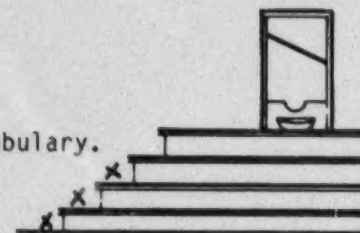
Section II.

1. From FOREIGN LANGUAGE GAME PLANS--SDSE

Purpose: To reinforce spelling

Materials needed: Chalkboard

Description: Play "Hang Man" with words in the target language. Insist on complete guesses. (Ask questions in English only.) The illustration shows a possible variation using a guillotine. (p. 24)



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2. From FOREIGN LANGUAGE GAME PLANS, SDE

Purpose: To aid in listening/comprehension skills

Materials needed: None

Description: Twenty Questions. While one student is out of the room, the rest of the class chooses an object which the student out of the room must guess. (S)He has twenty questions which he/she can ask any student in the class. The questions must be in English and can only be answered by "yes" or "no". (p. 43)

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objective: CONTINUE TO REVIEW ALL DECEMBER VOCABULARY AND CONCEPTS.

Pronunciation: PRACTICE PAST EXPERIENCES AS NEEDED:

New Lesson Procedures: Using objects, pictures, actions review the following structures:

1. "WHAT IS THIS?" "THIS IS A STAR." etc.
2. "WHAT WILL WE DO?" "WE WILL PUT THE STAR ON THE TREE." etc.
3. "WHAT ARE WE DOING?" "WE ARE PUTTING THE STAR ON THE TREE." etc.
4. "WHAT DID WE DO?" "WE (DID) PUT THE STAR ON THE TREE.
5. "DID WE PUT THE STAR IN THE SINK?" "NO, WE DIDN'T PUT THE STAR IN THE SINK. etc. [Use other Christmas vocabulary.]
6. "WHAT HOLIDAY IS IN DECEMBER?"
"CHRISTMAS IS IN DECEMBER."
"WHEN IS CHRISTMAS?"
"CHRISTMAS IS DECEMBER 25." etc.
"WHAT IS THIS MONTH?"
"THIS MONTH IS DECEMBER. etc.
7. Practice all action words learned to date.
8. Practice identifying community areas (store, cafe, gas station, etc.)
9. Practice identifying community workers (fireman, policeman, etc.)
10. Practice days of the week, modes of transportation (car, truck, etc.)
11. Practice December science vocabulary . . . (clouds, ice, shadow, expands, etc.)

FOLLOW THE LEADER

LESSON TWENTY-NINE

FOLLOW THE LEADER

LESSON THIRTY

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: TEST OVER DECEMBER VOCABULARY AND STRUCTURE.

Pronunciation:

Check correct production of:

medial sounds

"i" as in sit

final sounds

"ds" as in clouds

"es" as in buses

"ing" as in walking

"ll" as in ball

"t" as in jumped

New Lesson Procedure: Using objects, picture, actions test the following structures: Follow same directions as for past tense, making the scoresheet as for lessons 10 and 20.

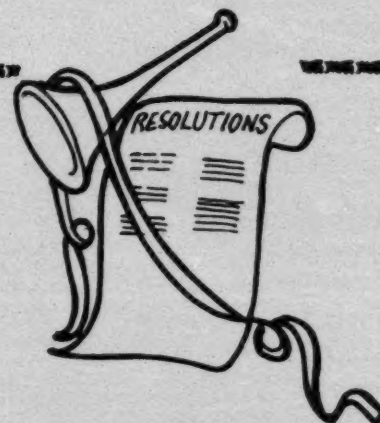
1. "WHAT IS THIS?" THIS/THAT IS A STAR. (or other vocabulary)
 - * 2. "WHAT WILL WE/I/YOU/(S)HE DO?" WILL PUT THE STAR ON THE TREE.
 - * 3. "WHAT ARE/WE/YOU/WE DOING?" ARE/AM PUTTING THE STAR ON THE TREE."
 - * 4. "WHAT DID WE DO?" "WE PUT THE STAR ON THE TREE.
- (*Initiate a chain dialogue after each question to allow each student the opportunity to both ask and answer the question.)
5. "DID WE PUT THE STAR IN THE SUN?" "NO, WE DIDN'T." "WE PUT THE STAR ON THE TREE.
(Initiate a chain dialogue.)
 6. Ask each child: "WHAT HOLIDAY IS IN DECEMBER?" "WHEN IS CHRISTMAS?" "WHAT IS THIS MONTH?"
 7. Using pictures, test comprehension of all action words learned to date:
"WHAT IS (S)HE DOING? (SHE IS RUNNING, etc.)
 8. Using pictures, test comprehension of community areas and worker:
"WHERE IS THIS?" (McDonald's, store, gas station, post office)
 9. "WHO IS THIS?" (postman, policeman, fireman.)
 10. Test understanding and knowledge of days of weeks. Say: SAY THE NAMES OF THE WEEK.
Student should know all seven days.
 11. Test Science comprehension for December: Using pictures or actual ice, ask:
"WHAT IS THIS?" "THAT/IT IS ICE."
"WHAT WAS ICE?" "ICE WAS WATER."
"WHAT DOES WATER DO WHEN IT IS FROZEN?" "WATER EXPANDS WHEN IT IS FROZEN.

OUT OF 30 TEST ITEMS STUDENTS SHOULD ANSWER AT LEAST 5 CORRECTLY. IF THIS DOES NOT HAPPEN, STUDENTS SHOULD REVIEW BEFORE MOVING INTO LESSON 31.

JANUARY

PROSPERO ANO NUEVO

1. I hereby resolve to read my lesson plans daily.
2. I hereby resolve to carry out sound cross-cultural techniques.
3. I hereby resolve to never skip ESL lessons with my NES/LES students.
4. I hereby resolve to develop good LEA reading lessons with my ESL class.



1 New Year's Day	2	3	4	5	6	7
8 1863 Emancipation Proclamation	9	10	11	12	13	14 Albert Schweitzer, 1875-1965
15 Martin Luther King, Jr., 1929-1968	16	17	18	19	20	21
22	23	24	25	26 Republic of India began, 1950 Vietnam War ended, 1973	27	28
29	30 Franklin Roosevelt, 1882-1945					

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
JANUARY	Students have completed Lessons Twenty-one to Thirty and have satisfactorially completed the review lesson and quiz.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS.	Student will continue to demonstrate same outcomes as listed in DECEMBER Plan (see December Plan).
Phase II	They are ready to begin Lessons Thirty-one to Forty.	Spend the first two weeks in Jan. reviewing all past concepts & structure. Use GAME PLANS & Lawton's SPEAK materials to supplement this review. Review seasonal concepts, days of the weeks, months of the year, number concepts learned to date, colors, read past LEA-produced stories, etc. Use Cloze tests, semantic webbing, etc.	Student will use Jan. vocab. in skits, c/r discussions, tests, & conversation, etc.
SCIENCE ENCOUNTERS			snow snowman books cold winter warm snowflakes coats ice
Make a booklet--			
1. Fall			
2. Winter			
Draw/paint a winter mural.			Student will write a story about getting dressed for a cold day. It must be in proper sequence.
Songs:		Discuss meaning of U.S. NEW YEAR celebration. Learn song "Auld Lang Syne". Write resolutions. Discuss what a "resolution" is.	Student will exhibit understanding of New Year's concepts through active participation in games, skits, c/r discussions, quizzes, etc.
Auld Lang Syne			
The Muffin Man			
This Old Man			
Simple Simon			
Why Shouldn't My Goose?			
There's a Hole in the Bucket			
Little Bo-Peep			
Round & Round the Village (song/dance)			
Fly in the Buttermilk (song/dance)		Discuss other New Year celebrations observed in countries represented in the c/r. Plan to study and observe some of the customs in the c/r. Include foods, literature, costumes, etc. Begin structuring an International Cookbook. Begin a file of	Student will write "New Year's Resolutions".
			Student will write about his own country's New Year's observation and customs.

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
	Books: <u>The House That Jack Built</u> (traditional story--reviews vocabulary and structure) <u>Mother Goose</u> (any good selection) <u>I Want to Paint My Bathroom Blue.</u> Kraus, R. <u>How I Feel.</u> Behrens, J. <u>David Was Mad.</u> Martin, W. <u>The Size of It; A First Book About Sizes.</u> Berkowitz, E. <u>Biggest Bear.</u> <u>Titch.</u> Hutchins, Pat. <u>This is the House Where Jack Lives.</u> Heilbroner, Joan. (clauses containing "that") <u>Three Kittens.</u> Suteyev, V. <u>Happy Birthday,</u> Sam. Hutchins, Pat. Art: Make cotton snowmen. Fall/winter mural.	English/Home language literature. Begin a multi-cultural art file. (Keep these files for spring when you plan an International Day/Week/Night, etc.) Teach concept of "left" & "right". Teach "Where", "Why" questions, "Do"/"Does" questions, "Who" questions; Possession (her's, his, Mary's, etc.). Re-test students as needed. Update or rewrite IEP's as needed.	Student will begin a translation activity in which (s)he will share poetry, short stories, recipes from his/her native land. The entry may be done initially in the native tongue, submitted after being checked for accuracy by you or a parent/aide/or other volunteer who is proficient in the native language. It must then be translated accurately into English and submitted for a grade. The student will do this neatly, accurately, and within prescribed time limits (although this may be a long-range assignment). Student will use new language structure accurately in c/r, tests, and informally.

FOLLOW THE LEADER

LESSON THIRTY-ONE - PHASE III

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review old vocabulary and concepts begun last September.
Learn "left" "right" "top" "bottom".

Pronunciation: Produce the aspirated "t" as in "toy".

New Lesson Procedures:

Section I. Beginning the second semester, the teacher will, for the most part, direct his/her attention to the lesson overview for activities...the second semester will deal almost entirely of ESL lessons.

1. REVIEW Lawton's SPEAK activities from Chapters I-VI.
2. Play related games.

Section II.

1. Introduce concept of "left" and "right", "top" and "bottom".
 - A. Sing "Hokie Pokie" with its accompanying dance.
 - B. Play "Simple Simon" game stressing "left" and "right", "top" and "bottom" activities.
 - C. Direct students to write names on "left", "top" of paper, etc.

Section III.

1. Practice reading/writing activities using vocabulary already familiar to students as well as vocabulary stored in "word banks" and "dictionaries".
 - A. Write LEA stories and read them on to the tape recorder. Rewind and listen correcting any errors.
 - B. Write NEW YEAR'S RESOLUTIONS using known vocabulary. Put these into student-made library-format books.
2. (From GAME PLANS, SDE.) Winter, p. 21.

Purpose: To reinforce words and spelling.

Materials Needed: The alphabet printed on individual squares (with duplicates of the more commonly-used letters), one set per student. The letters are face up in front of the student.

- Description: The teacher gives a vocabulary word in English. Each student then tries to spell the word correctly by arranging the letters on his desk. The student who correctly arranges his letters first wins a point (This could also be done in teams).
3. Begin plans for International New Year's celebration (see Overview).
 4. Songs/dances (see Overview).

FOLLOW THE LEADER

LESSON THIRTY-TWO

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Continue review of old vocabulary and concepts begun last September.

Pronunciation: Produce the aspirated "k" sound as heard in "cat".

New Lesson Procedures:

Section I.

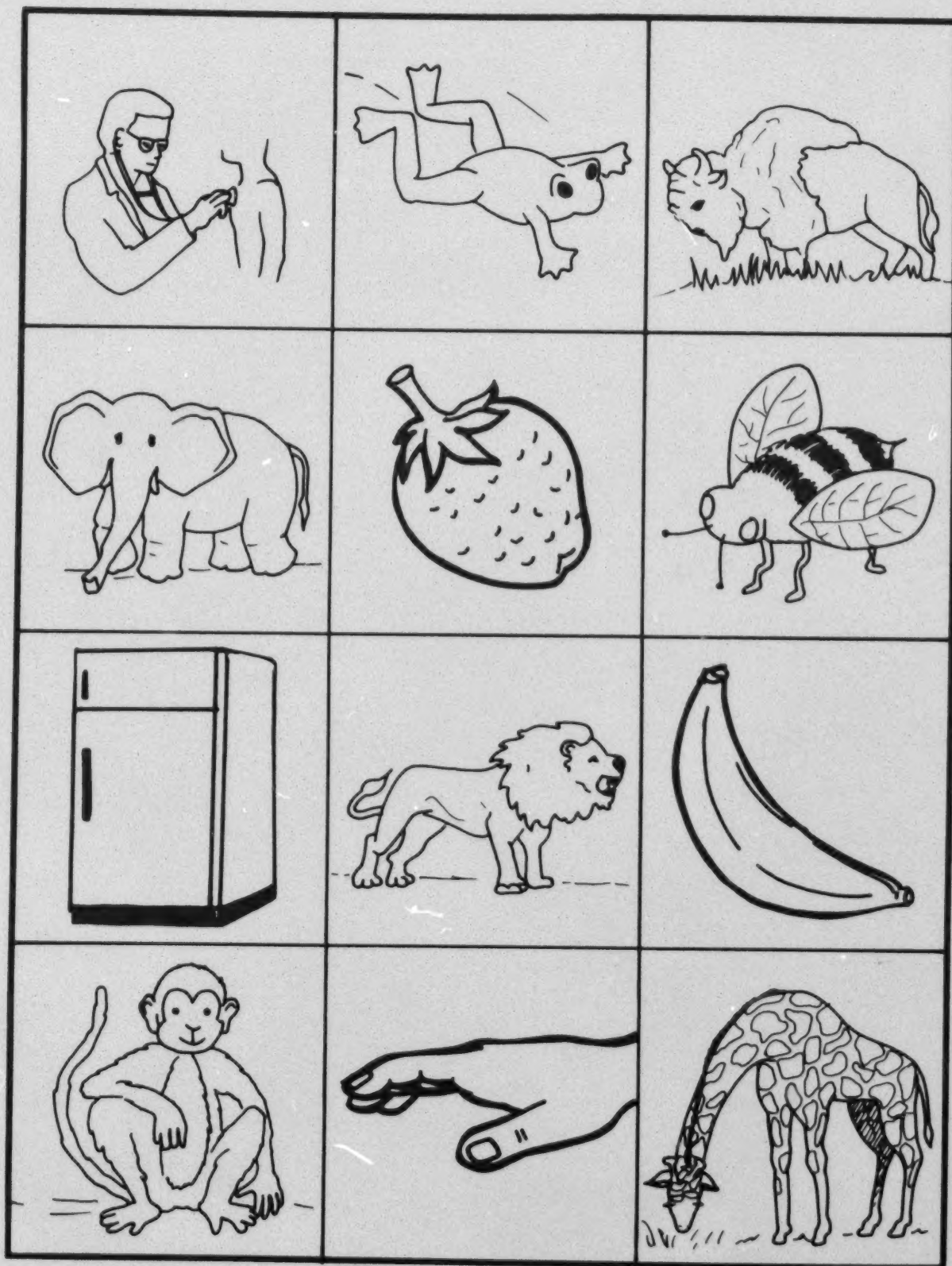
1. REVIEW Lawton's SPEAK activities from Chapters VII-XIII.
2. Play related games.

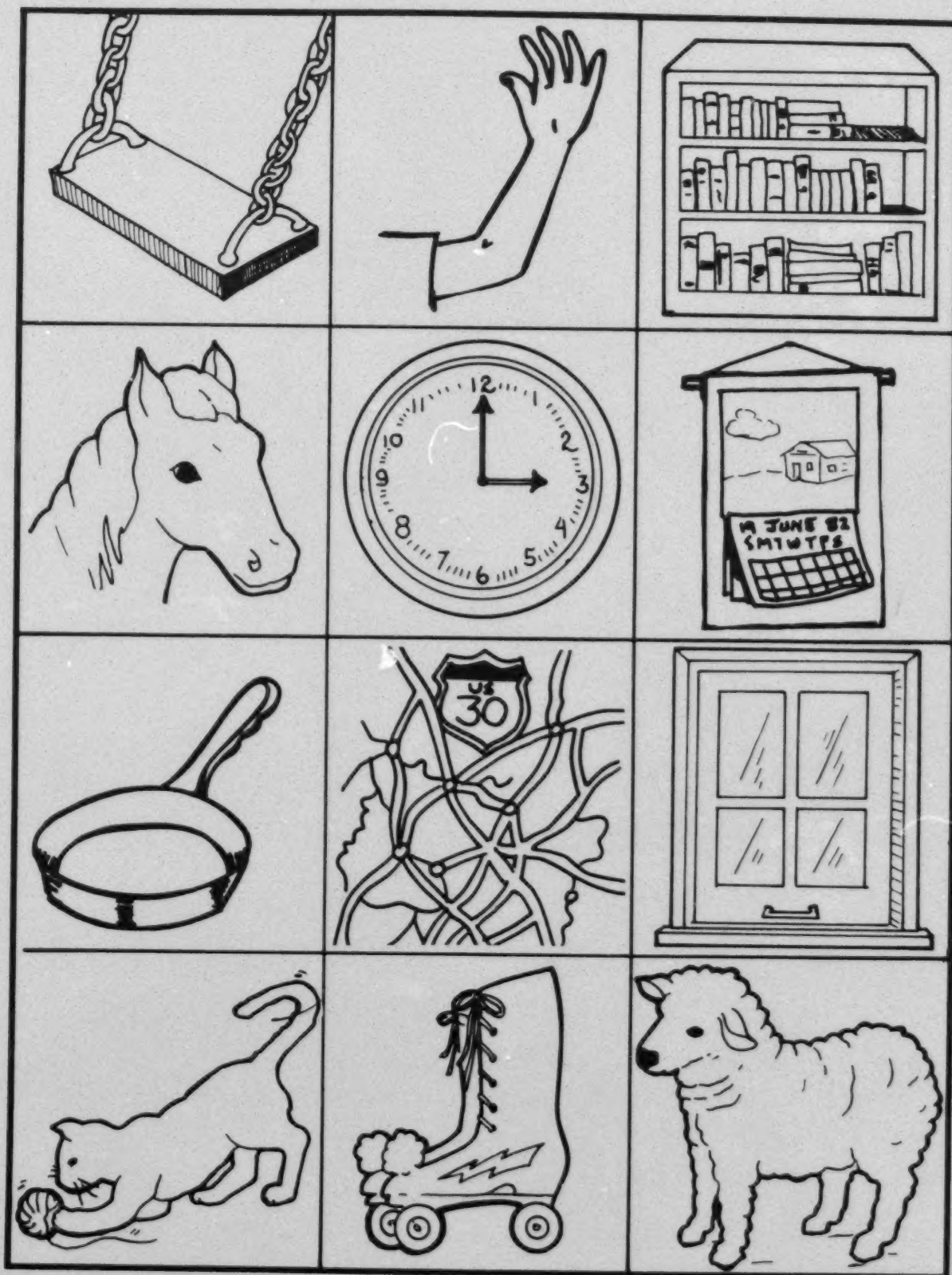
Section II.

1. Continue SCIENCE activities as suggested in Overview. Make snow melt & discuss causes (temperature).
2. Draw a SEASONS MURAL in the hallway, etc. Paint it. Take it from Fall through Winter, leaving space to add the next two seasons. Label as needed.
3. Make cotton or marshmallow snowmen and write LEA stories about them. Watch film (if available)--or read the book, FROSTY THE SNOWMAN.

Section III.

1. Culminate plans for an International New Year's celebration. See overview for suggestions. plan to hold the celebration the last Friday of January.
2. Student will write about his own country's New Year's observation and customs.
3. Add these stories to library. Make posters of them to display around school.
4. Talk about the different calendars used by different countries and why. Explain the reasons for the varying dates for New Year's throughout the world...some countries base their year on the Lunar Year...others the Solar Year, others totally different...include the most accurate calendar of all...THE AZTEC CALENDAR. Talk about it and display one if possible.





FOLLOW THE LEADER

LESSON THIRTY-THREE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Continue review of previously learned vocabulary and concepts.

January vocabulary:

snow snowman(men) boots cold winter warm
snowflake coats ice when

"WHERE ARE YOU?" "WHO ARE YOU?" "WHERE IS JOHN?"

Pronunciation: Practice hearing the stressed syllable in a word. "banana", "pencil", etc.

New Lesson Procedures:

Section I.

1. Put student under the table and ask: "WHERE ARE YOU?"
Say to the student: "SAY...I'M UNDER THE TABLE."
Put student beside the door and ask: "WHERE ARE YOU?"
Say to the student: "SAY...I'M BY/BESIDE THE DOOR."
Put student into the closet and ask: "WHERE ARE YOU?"
Say to the student: "SAY...I'M IN/INSIDE THE CLOSET."
Put student on the table and ask: "WHERE ARE YOU?"
Say to the student: "SAY...I'M ON THE TABLE."
2. Repeat the above procedure with structure: "WHERE IS JOHN?" Have students take turns being "teacher" and ask the questions.
3. Have students make nurse hats, fireman hats, policeman hats, etc., and ask: "WHO AM I?" or "WHO ARE YOU?" Response: "I'M (AM) A ____." Have students take turns being "teacher" and ask the questions.

Section II.

1. Use Jan. vocabulary in story activities. "We wear coats when it is cold."
2. Write a LEA story about getting dressed for a cold day. It must be in proper sequence.

FOLLOW THE LEADER

LESSON THIRTY-FOUR

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Game activities. Continue review of previously learned vocabulary and concepts.

Pronunciation: Continue practicing hearing the stressed syllable in a word, "housetop", "hooray", etc.

New Lesson Procedures:

1. Purpose: To increase ability to recognize and recall what is seen.

Materials Needed: A picture, large enough for the class to see, chosen to depict familiar objects.

Description:

- A. The teacher takes a picture which the class has not seen and holds it up for a few seconds. (S)He then covers the picture and asks what they observed in the picture. The use of complete sentences in English is encouraged.
- B. The teacher puts concrete objects on the table. The students look at them for one minute. The teacher covers them. The students try to say what they can remember.
- C. Or the student may try to remember the objects and their position on the table. Ex.: The book is on the paper.

2. Purpose: Review foods vocabulary.

Materials Needed: None.

Description: Divide into two groups. Say: "We will make stew."

Student #1: I put some meat in the stew.

Student #2: I put some meat and carrots in the stew, etc.

The last student must name everything in the stew. If a student misses--must try again.

The group completing the task first wins. D. K. Shore.

3. Adapted from GAME PLANS, SDE, p. 21.

Purpose: To reinforce new vocabulary.

Materials Needed: One sheet of 8 1/2 x 11 paper per student.

Description: Give each student a sheet of paper. Have them fold the papers into nine squares. Then, as you introduce them to a new word, have them write the word randomly on

their sheet of paper - one word per square. Later use the paper as a bingo sheet. Say the words first and have them find the words. This reinforces comprehension of the new words. Then have them say the words in English and have study partners find the word.

4. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, p. 44.

Purpose: To review vocabulary and improve comprehension skills.

Materials Needed: Teacher-made "Bingo" cards using approximately 50 vocabulary words.

Description: Write English on the cards. On small pieces of paper, write the equivalents. Put these papers in a box, draw them out, one at a time, and read to the class. The first person to get five in a row (horizontally, vertically, or diagonally) is the winner.

Variation: Do the above with verbs: On the cards, write English form of verbs. The students find the verbs indicated. P. 44.

5. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, p. 46.

Purpose: To improve listening comprehension.

Materials Needed: Paper, pencil, and vocabulary words for a given lesson.

Description: Dictate words or a paragraph from a given lesson in the target language and have the students write the dictation. Then have the students exchange papers, and using their LEA story, correct the papers.

FOLLOW THE LEADER

LESSON THIRTY-FIVE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "WHY ARE YOU GOING OUT THE DOOR?" "BECAUSE I AM GOING TO THE BATHROOM."
"WHY IS HE WRITING ON THAT PAPER?" "BECAUSE I AM WRITING MY WORDS/LESSON/etc."

Pronunciation: Continue practicing hearing the stressed syllable in a word, "writing", "because", etc.

New Lesson Procedures:

Section I.

1. Have a student walk out the door. (or use puppet) Ask: "WHY ARE YOU GOING OUT THE DOOR?" Have student or puppet reply: "BECAUSE I'M GOING TO THE BATHROOM."

2. Instruct another student (or use puppet) to begin writing on a paper. Ask: "WHY ARE YOU WRITING ON THAT PAPER?" Have student or puppet reply: "BECAUSE I'M WRITING MY WORDS/ LESSON/etc.."
3. Continue this activity until all students have had opportunity to respond. Substitute HE/SHE/THE/WE, etc., for YOU AND I.
4. Assign students to substitute as "teacher" and ask the questions. Make sure all students get to do this.

Section II.

Review Activity (Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 45).

1. Purpose: To drill orally parts of the body and numbers.

Materials Needed: Pencil and paper for each student.

Description: After the students have learned the parts of the body in English, have each get out a pencil and paper. In English, tell the students they are going to draw a "person". Then give parts of the body and how many of the parts wanted on the "person". For instance: 5 heads, 3 eyes, 8 noses, 3 hairs, 2 eyebrows, 1 eyelash, etc. If the students know prepositions such as on, under, beside, etc., say: "Draw 3 eyes on one of the noses." After telling the students how many and what parts they have to draw (they draw each part as it is named), have the students show each other the drawings. Students find the drawings hilarious.

FOLLOW THE LEADER

LESSON THIRTY-SIX

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review previously taught vocabulary, structures, and concepts.

"WHOSE BOOK IS THAT?"	"THAT'S MARY'S BOOK."	"THAT'S HERS."
"WHOSE PENCIL IS THAT?"	"THAT'S THANH'S PENCIL."	"THAT'S HIS."
"WHOSE COAT IS THAT?"	"THAT'S HOMAUN'S COAT."	"THAT'S HIS."
"WHOSE CHAIR IS THIS?"	"THIS/IT IS MY CHAIR."	"IT'S/THIS/THAT'S MINE."

Pronunciation: Teach student to repond to differentiated stress in seemingly identical sentences (i.e., "THAT'S Mary's book." "That's MARY'S book." "That's Mary's BOOK."

New Lesson Procedure:Section I.

1. Give student a book from his/her desk. Ask her: "WHOSE BOOK IS THIS/THAT?" Instruct him/her to respond: "IT'S MINE" or "IT'S MY BOOK." etc. Repeat procedure until all children participate.
2. Allow each student to be "teacher" and ask classmates "WHOSE ARE/IS _____?"
3. Initiate a chain dialogue giving each child an object, some of which belong to individual children, others of which belong to classmates (i.e., Chang's coat; Jose's workbook [with his name on it], etc.).
Say: WHO'S _____ IS THAT? Response: "IT/THIS IS MY/JOSE'S", etc. _____."
Continue until all children master the process.

Section II.

1. Continue work on International New Year's celebration. (See Lesson Thirty-two and Overview.)

FOLLOW THE LEADER

LESSON THIRTY-SEVEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review previously taught vocabulary, structures, and concepts. Use games for reinforcement of vocabulary.

Pronunciation: Continue activities to teach response to differentiated stress in seemingly identical sentences. (See Lesson Thirty-Six.)

New Lesson Procedure:

Section I. Review Lessons Thirty-one/Thirty-six thoroughly.

Section II. Game activities for reinforcement.

1. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, p. 21.

Purpose: To drill new vocabulary.

Materials Needed: 3 x 5 cards.

Description: Have the students write the new word on a card. Then they use another card

for the definition or meaning of the new word. Later they use the cards for a card game such as "Books" where they match words and definitions. For games like "Books", the students can collect similar words--groupings like vegetables, fruits, etc.

2. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 27.

Purpose: To reinforce vocabulary.

Materials Needed: None.

Description: After working with the new vocabulary for a couple of days, allow students to try reading the list. Many students will not choose to do this, but they will listen carefully to those who do. (Add these words to word banks & dictionaries.)

3. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 34.

Purpose: To understand why errors were made in tests.

Materials Needed: Students' tests, textbooks, papers, and pencils.

Description: After grading the students' tests over a lesson or unit, return them to the students. On another piece of paper, the students should correct the items they missed, in complete sentences if appropriate. They get extra points if they correct them and write complete sentences. If the errors resulted in 20 points off, they would get 10 extra points. The corrections are returned to the teacher along with the original test. This method saves the teacher the time in correcting answers while grading and the students learn from their errors.

4. When I Packed My Suitcase.

Purpose: To review clothing vocabulary.

Materials Needed: None.

Description: This game is similar to "Stew." Divide class into two teams.

Student #1 says: "When I packed my suitcase, I took my shirt."

Student #2 says: "When I packed my suitcase, I took my shirt and my socks."

The last student must name everything in the suitcase. If a student misses--may try again. The group completing the task first wins. D. K. Shore.

5. Purpose: To review house vocabulary.

Materials Needed: Doll house with furniture.

Description: Students initiate a chain dialogue.

Student #1 says: "The bed is in the bedroom. Where's the table?"

Student #2 says: "The bed is in the bedroom and the table is in the dining room."

The student who misses moves to end of line. D. K. Shore.

FOLLOW THE LEADER

LESSON THIRTY-EIGHT

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review previously taught vocabulary, structures, and concepts using Lessons Thirty-one/Thirty-seven. Review previously taught vocabulary, structures, and concepts as guided below.

Pronunciation: Review final "m" sound as in "name".

New Lesson Procedures:

Section I. Review previously taught vocabulary, structures, and concepts as follows:

1. Looking at and interpreting lesson pictures and sequential picture stories (cartoons, etc.)
2. Listening to, understanding, remembering, and carrying out oral English directions as taught to date.
3. Relating experiences in English (show and tell, telling stories, writing LEA assignments, describing details in pictures, informal conversations, etc.)
4. Story telling in English which requires creative thinking, sequence, and reasonably good structure.
5. Correct usage of "right" and "left", body parts, colors, numbers, shapes, etc.
6. Using and assigning proper labels to classroom items: pencils, paper, book, etc.
7. Using simple structures in writing/reading activities (labels, dictation activities, LEA stories, captions, etc.)
8. Engaging in ESL skits, poetry memorization, etc.
9. Creation of student-made books and scrapbooks.
10. Dictating words and stories to the teacher observing reasonably good sentence form.
11. Taking dictation from the teacher (words, phrases, sentences) demonstrating reasonably good handwriting and spelling proficiency.
12. Making toy exhibits which show ways of travel such as: automobiles, trains, buses, airplanes, etc.
13. Making filmstrips using ESL vocabulary and structure.
14. Making cassette tapes to dub filmstrips, to check oral language, to check reading proficiency.

Section II.

1. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, p. 43.

Purpose: To practice vocabulary and conversation.

Materials Needed: Small cards, pen, masking tape.

Description: To give students a topic for English conversation, place on the back of each student (as he or she enters the classroom) a card with any common or proper noun (it could also be a famous person or place). The student must try to find out who or what he is by asking questions about his identity which can only be answered by YES or NO. Only English is allowed.

FOLLOW THE LEADER

LESSON THIRTY-NINE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review for test.

Pronunciation: No new activities.

Lesson Procedures:

Section I.

1. Review "left" and "right", "top" and "bottom".
- A. Hokie Pokie
 - B. Simple Simon
 - C. Quiz: "Hold up your left hand." etc.

Section II.

1. Review January vocabulary:
- A. "Is the temperature outside warm or cold?" (appropriate answer)
 - B. Make snowflakes and review the concept of snow. "Snow is cold." "What's this?" "It's a snowflake." "January is in the winter." "January is cold." "Ice is frozen water." "We can make snowmen with snow." "We wear coats when it is cold."
2. A. Review "WHERE ARE YOU?" "I'M UNDER THE TABLE." etc.
- B. Review community workers: "WHO AM I?" "YOU'RE A _____." "YES, I'M A FIREMAN." etc.



Section III.

1. Review "WHY ARE YOU GOING OUT THE DOOR?" "BECAUSE I'M GOING TO THE BATHROOM."
2. Repeat with students being "teacher" to ask questions.

Section IV.

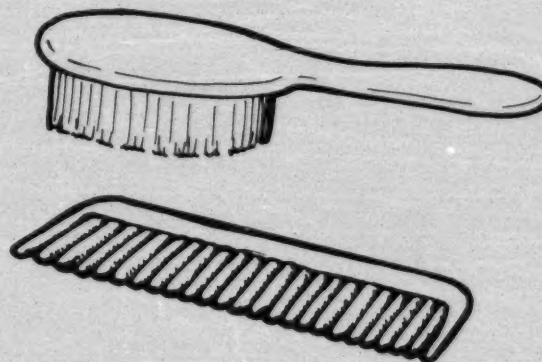
1. Review "WHOSE BOOK IS THIS/THAT?" "IT'S MY BOOK." or "IT'S MINE." "IT/THIS/THAT (IS) HIS/HER(S) (BOOK)."
2. Initiate a chain dialogue giving each child an object, some of which belong to individual children, others of which belong to classmates.

Say: "WHOSE _____ IS THAT?" Answer: "IT'S JOSE'S _____."

Section V. Celebrate International New year's Day. Display different calendars, dates of actual celebration, and pictures of customs. Share stories discussing some of these customs. Participate in some of the customs in the classroom. Share New Year foods as provided by parents, etc. Wear costumes appropriate to the day. Write New Year's greetings in the native languages represented into student-made books prepared for the purpose. Make copies of the New Year's stories and share with all class members. They can place these stories into their own books. Use these later for reading exercises.

Part of your celebration could permit the students to cook some of the foods themselves. This is especially delightful as so much informal learning takes place around an electric skillet, etc.!

RELAX AND ENJOY THE DAY!



FOLLOW THE LEADER

LESSON FORTY

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Monthly Test.

Pronunciation:

Initial Sounds

"t" as in toy

"k" as in cat

Medial Sounds

Ending Sounds

"m" as in name

Syllable Stress

banana housetop

pencil hooray

writing because

Sentence Stress

THAT'S Mary's book.

That's MARY'S book.

That's Mary's BOOK.

New Lesson Procedure:

Section I.

1. Command: (individual students) "HOLD UP YOUR LEFT HAND."
2. " " " " "HOLD UP YOUR RIGHT HAND."
3. " " " " "JUMP ON YOUR RIGHT FOOT."
4. " " " " "LOOK UP."
5. " " " " "PUT YOUR NAME ON THE BOTOM OF THE PAPER."
6. Ask: "WHERE IS YOUR LEFT HAND?" Answer: "THIS IS MY LEFT HAND."
7. Ask: "WHAT AM I DOING? (Jump on left foot while standing beside student.)
Answer: "YOU ARE JUMPING ON YOUR LEFT FOOT."

Section II.

1. Ask: "WHAT IS THIS MONTH?"
Answer: "THIS MONTH IS JANUARY."
2. Ask: "WHAT SEASON IS JANUARY IN?"
Answer: "JANUARY IS IN WINTER."
3. Ask: "IS WINTER COLD OR HOT?"
Answer: "WINTER IS COLD."
4. Hold up a paper snowflake. Ask: "WHAT IS THIS?"
Answer: "IT'S A SNOWFLAKE."
5. Ask: "WHAT IS ICE?"
Answer: "ICE IS FROZEN WATER."

Section III.

1. Place children in places throughout the room.
Ask: "WHERE ARE YOU?" Answer: "I'M UNDER THE TABLE." etc.
2. Give out pictures of community workers to individual students. Initiate a chain dialogue.
Ask: "WHO AM I?" ANSWER: "YOU'RE A FIREMAN." etc.
TEACHER: "YES, I'M A FIREMAN." "NOW, ASK _____ (the next student)."

Section IV. Make assignments to students...some are going out the door, some are writing, some are going to the sink, some are going to the closet, etc.

1. Ask Student #1: "WHY ARE YOU GOING OUT THE DOOR?" Student #1: "BECAUSE I'M GOING TO THE OFFICE."
2. Student #1 asks Student #2: "WHY ARE YOU GOING TO THE SINK?" Student #2: "BECAUSE I'M GOING TO GET A DRINK OF WATER."
3. Continue until all students both ask and answer the question.

Section V.

1. Give each child an object, some of which belong to individual children, others of which belong to fellow classmates.
2. Intiate a chain dialogue: #1: "WHOSE BOOK IS THIS?" #2: "THIS IS MY/JOSE'S BOOK."
3. Continue with the dialogue until all students get to both ask and answer the question.

Out of 20 test items, students should answer at least 15 correctly. If this does not happen, students should review before moving into Lesson Forty-one.

FEBRUARY
DIA DE SAN VALENTIN

VALENTINE'S DAY

Valentine's Day, Valentine's Day!
We love valentines. We love valentines.
Valentine's Day, Valentine's Day!
We love valentines. We love valentines.
(Sung to the tune of "Are You Sleeping?"

Remember:

30 days hath September, April,
June & November.
All the rest hath 31, except
February with 28 so fine
'Til Leap Year brings it 29.



1 Treaty of Guadeloupe Hidalgo, 1848 Langston Hughes, 1902-1967	2 Ground Hog Day	3	4	5	6	7 Mardi Gras
8	9	10	11 Thomas A. Edison, 1847-1931	12 Abraham Lincoln, 1809-1965	13	14 Valentine's Day
15	16	17	18	19	20 Mohammed's Birthday	21
22 George Washington (observance Feb. 15)	23	24	25	26	27	28
29	30					

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
FEBRUARY	Students have completed Lessons Thirty-one to Forty.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS.	STUDENTS WILL CONTINUE ACTIVITIES AS LISTED IN JANUARY PLAN.
(Continue Phase III)	They are ready to begin Lessons Forty-one to Fifty.	Continue to review past vocabulary and structure as necessary. Re-test any student needing the service for advancement in formal reading groups. Use semantic webbing, Cloze tests, snap reading, and higher level question quizzes to assist in this screening. The Ray Informal Reading Test may prove valuable. Update IEP's as needed. Teach new vocabulary & structure as follows: "Do you want some.....?" "Yes/No, I do/don't." "Does John have some cheese on his cracker?" "Yes/No, he does/doesn't." Mass nouns: bread paper cheese punch water soup milk meat chalk corn chips nuts etc.	Student will use February vocabulary in skits, c/r discussions, tests, peer conversations, etc. President--Abraham Lincoln "Abe" honest--George Washington "Father of a New Nation" Washington--groundhog--shadow War--Revolution Civil--North--South--East West--England Map--Confederate flag--Pledge of Allegiance National Anthem beautiful--Valentine Post Office--Mail--Stamp Post Master--Post Mistress Address--Return Address Letter--soldiers--army (This vocabulary will <u>not</u> be on end-of-month test.) Students will exhibit understanding of February concepts through active participation in games, skits, creative



FEBRUARY TEACHING PROCEDURES (Continued):

Teach about Valentine's Day, Abraham Lincoln, George Washington, Thomas Edison. Sing holiday songs. Write a Valentine song to the tune of "Are You Sleeping?". (Ex. on calendar.)

Teach spelling/vocabulary via GAME PLANS, etc.

Make a Valentine "Post Office".

Teach letter-writing via class-made valentines. Make envelopes, address them, "stamp", assign students to be "post master/mistress" for the mailing activity. Mailmen/ladies could deliver the "mail" for the Valentine party.

Teach students to follow directions by baking valentine cookies and make punch for the party.

SOCIAL STUDIES

Teach meaning of pledge. Study lives of famous Americans born in February.

Songs:

"America", "National Anthem", "Yankee Doodle",
(first verses)

Books:

Happy Birthday, Sam. Hutchins, Pat.
(studying birthdays of famous Americans)

LEARNER OUTCOMES (Continued):

writing assignments, c/r discussions, quizzes, concrete activities, etc.

Student will recite & write Pledge to the Flag (depending upon age). (S)He will discuss meaning of Pledge line by line.

Student (depending upon age) will study Gettysburg Address & will discuss meaning with teacher.

Student will read and analyze "Cherry Tree Story" concerning George Washington.

Students will study development of U.S. Flag from colonial days to present. (Don't forget Confederate days for southern states...did other nation's flags fly over U.S. territories of today? If so, which, where, and when? Students may illustrate these.

Student will demonstrate understanding of new English vocabulary/structure in c/r discussion, assignments, successful completion of tests, etc.

Students will participate in valentine activities. Students will continue cross-cultural activities in preparation for International celebration.

FEBRUARY TEACHING PROCEDURES (Continued):

Books (Continued):

Would you Rather Be a Bullfrog? Le Sieg, Theodore
(review "or" sentences)

Fast-Slow, High-Low; A Book of Opposites. Spier, Peter.

Great Day for Up. Dr. Seuss. (noun review)

Push, Pull, Empty, Full; A Book of Opposites.

Hoban, Tana.

Quiet or Noisy? That's a Good Question. Tobias, Tobi.

(practice is/are & answer questions.)

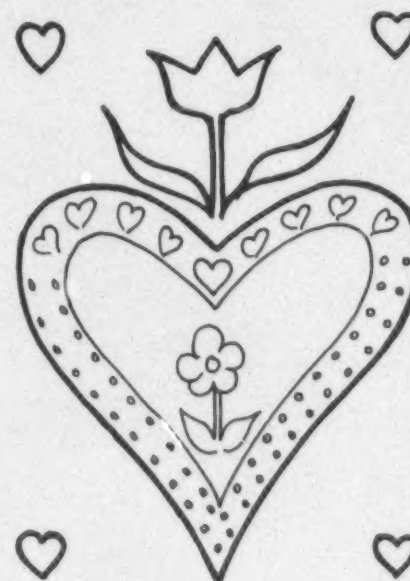
Where is Everybody? Charlip, Remy.

Look Again! Hogban, Tana. (questions/answers)

One Was Johnny. Sendak, Maurice. (Who)

Who Will Be My Friends? Hoff, Syd.

(Who. Future tense.)



FOLLOW THE LEADER

LESSON FORTY-ONE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Asking: "WHAT DO YOU HAVE?" "I HAVE SOME CHEESE."
"DO YOU WANT SOME CHEESE
ON YOUR CRACKER/BREAD?" "YES/I DO." or "NO, I DON'T."
"DO YOU WANT SOME MILK?" "NO, I DON'T WANT ANY."

Pronunciation: Practice "e" sound as in "bread". Some students will say "brat" for "bread."
Practice final "d" sound in "bread."

New Lesson Procedures:

Section I:

1. Have some milk, bead, crackers, cheese.
2. Have cheese and bread cut into bite sizes.

Section II:

1. Hold up a cracker and say, "A CRACKER." "THIS IS A CRACKER." Have group repeat.
2. Ask: "WHO WANTS A CRACKER?" Students: "I DO." Give crackers to those replying affirmatively.
3. Hold up some cheese and say, "SOME CHEESE." "I HAVE SOME CHEESE." Ask: "WHAT DO I HAVE?" Students respond: "YOU HAVE SOME CHEESE."
4. Ask Student #1: "DO YOU WANT SOME CHEESE ON YOUR CRACKER?" Answer: "YES, I DO." or "NO, I DON'T." Put some cheese on her cracker if she wants it.
5. Ask class: "DOES (S)HE WANT CHEESE ON HER CRACKER?" Answer: (If no) "NO, SHE DOESN'T." Teacher: "SAY...NO, SHE DOESN'T WANT ANY." Group repeats: "NO, SHE DOESN'T WANT ANY."
6. Initiate a chain dialogue to teach this concept.
7. Continue around the circle until all children have had the opportunity to have some cheese on their cracker.

Section III.

1. Give 3 students some milk. Ask #1: "WHAT DO YOU HAVE?". Answer: "I HAVE SOME MILK." Ask #2 the same question. Initiate a chain dialogue. (S)he has nothing. Teach him/her to say: "NOTHING." or "I DON'T HAVE ANYTHING."

2. Ask Student #1: "WHAT DO YOU HAVE?" Student #1: "I HAVE SOME MILK." #1 asks #2: "WHAT DO YOU HAVE?" #2 says: "I DON'T HAVE ANYTHING. (OR ...NOTHING.)" Continue until all children have had the opportunity to ask and answer the question. Give milk to all who want some. Let them drink the milk.
3. Repeat the above activities using bread.

FOLLOW THE LEADER

LESSON FORTY-TWO

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "DO YOU LIKE CHEESE?" (or MILK, BREAD, WATER, etc.) "DO YOU WANT SOME CHEESE?"

Pronunciation: Continue working with proper pronunciation of "bread" as opposed to "brat". Also, some children still say "sheeze" for cheese. Help with the "ch" sound in the initial position.

New Lesson Procedures:

Section I: Use pictures rather than real food today.

1. Hold up a picture of cheese and ask: "WHO WANTS SOME CHEESE?"
2. Give picture to student replying, "I DO." or "I WANT SOME CHEESE."
3. Hold up a picture of milk and ask: "WHO WANTS SOME MILK?"
4. Give picture to student responding correctly as in #2 above.
5. Hold up a picture of a cracker and ask: "WHO WANTS A CRACKER?"
6. Give picture to student responding correctly as in #2 above.
7. Hold up a picture of some bread and ask: "WHO WANTS SOME BREAD?"
8. Give picture to student responding correctly as in #2 above. Not all students will have pictures. Initiate a chain dialogue. Say to #1: "WHAT DO YOU HAVE?" #1: "I HAVE SOME _____." or NOTHING. or "I DON'T HAVE ANYTHING." etc.

Section II. Treat the above activity like this: Student #1: "DO YOU WANT SOME CHEESE?" (If (s)he has cheese.) #2: "YES, I DO. or NO, I DON'T." (If yes, #1 gives her/him the picture, etc.) Continue the activity until all participate.

Section III. Use the puppets, if you desire, to introduce this section.

1. Ask the puppet #1: "DO YOU LIKE CHEESE?" Puppet #1: "YES, I DO." Puppet #1 asks Puppet #2: "DO YOU LIKE CHEESE?" Puppet #2: "NO, I DON'T." Repeat the process.
2. Have the puppets ask class members if they like cheese. Puppet: "DO YOU LIKE CHEESE?" Student: "YES, I DO. or NO, I DON'T."
3. Initiate a chain dialogue.

FOLLOW THE LEADER

LESSON FORTY-THREE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "I LIKE MILK. DO YOU LIKE MILK? WHO LIKES MILK?" (or koolaid, cheese, bread, crackers, etc.).

Pronunciation: Practice "ks" sound in final position. (likes)

New Lesson Procedure:

Section I:

1. Look at the pictures of the food items. (Or use puppets to do this.) You or the puppet say: "I LIKE KOOLAIID. (etc.) YES, I DO. I LIKE KOOLAIID."
2. Ask students: "WHO LIKES KOOLAIID?" Give picture to student who says: "I DO."
3. Repeat 2-3 times.
4. Ask a student to be "teacher" and ask the question.
5. Repeat 2-3 more times.

Section II.

1. Have some koolaid ready to serve. Ask: "WHO LIKES KOOLAIID?" Some pupils will answer: "I DO." Look at them and ask as you hold the picture: "DO YOU WANT SOME?" Student: "YES, I DO. or NO, I DON'T." If yes, pour some for the student. Give students time to drink koolaid.
2. Initiate a chain dialogue. Ask #1: "DO YOU LIKE KOOLAIID?" Answer: "YES, I DO. or NO, I DON'T. Continue back to you. But, when last student asks you, say: "NO, I DON'T. I LIKE MILK."
3. Repeat the dialogue, instructing students to ask about cheese this time. Prompt to get "NO, I DON'T. I LIKE _____."

FOLLOW THE LEADER

LESSON FORTY-FOUR

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Games for reinforcement.

Pronunciations: None.

New Lesson Procedures:

1. Review "word bank" vocabulary.

Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 18.

Purpose: To reinforce vocabulary.

Materials Needed: None.

Description: The name of this game is GHOST. One student starts with the letter "C". The next student adds a letter "A" (thinking of the word "cat"). Then the first student must add another letter (thinking of a word but probably not the same word as his opponent's). The second student must then guess the word which the first student is thinking. (Note: The student may begin with any letter.)

2. Purpose: Review body parts and action words.

Material Needed: Pictures of action words.

Description:

- A. Have "Study Buddies" work together in groups of 8-10.
- B. Give pictures to one student instructing him/her not to show it to the Buddy.
- C. When it is their turn, the student with picture must describe the action without actually telling what it is. (Ex. Both feet go up fast----is describing "jump". Your body goes up fast, too.)
- D. The Buddy follows the action as prescribed by his/her friend and hopefully will "jump".
- E. Student #1 says (if correct): "GOOD! WHAT CAN YOU DO? (ARE YOU DOING?)"
- F. Student #2 says: "I CAN JUMP! (I AM JUMPING)."
- G. Audience (others in group) observes activity and language and applauds success. Continue until all pairs perform. A timer may be used on performances and team who finishes successfully in least amount of time wins.

FOLLOW THE LEADER

LESSON FORTY-FIVE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "THE SOUP IS HOT. THE SNOW IS COLD. THE WATER IS HOT/COLD."

Pronunciation: Producing "i" as in "is". Some students will pronounce this "ees".

New Teaching Procedures:

Section I.

1. Review "DO YOU LIKE _____?" "YES, I DO. or NO, I DON'T." Use pictures and initiate a chain dialogue.
2. Review "WHAT DO YOU HAVE? I HAVE SOME _____?" Use pictures and initiate a chain dialogue.

Section II.

1. Hold a cup of hot water and a cup of ice water. Hand the cup of hot steaming water near a student and ask: "IS THE WATER HOT?" Answer: "YES, THE WATER IS HOT."
2. Hold the ice water near student and ask: "IS THE WATER HOT?" Answer: "NO, THE WATER ISN'T HOT. THE WATER IS COLD."
3. Ask: "IS SNOW COLD?" Answer: "YES, SNOW IS COLD."
4. Use pictures of ice water (glass with ice cubes floating in water) and hot water (cup of water with steam floating up). Initiate a chain dialogue.

Section III.

1. Give out pictures. Have children look at them carefully.
2. Ask: "IS THE SOUP HOT OR COLD?" Answer: "THE SOUP IS HOT." etc.

FOLLOW THE LEADER

LESSON FORTY-SIX

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Game reinforcement.

Pronunciation: No new structures today.

New Lesson Procedures:

1. Shopping.

Purpose: To increase recall knowledge of community vocabulary.

Materials Needed: Various stores and alphabet cards.

Descriptions: Students choose different stores to visit. They have pictures from Guidebook depicting alphabet cards. As they enter each store, they must order something beginning with one of the letters in their hand. Ex. Enter McDonald's (with "B" they order a "Big Mac").

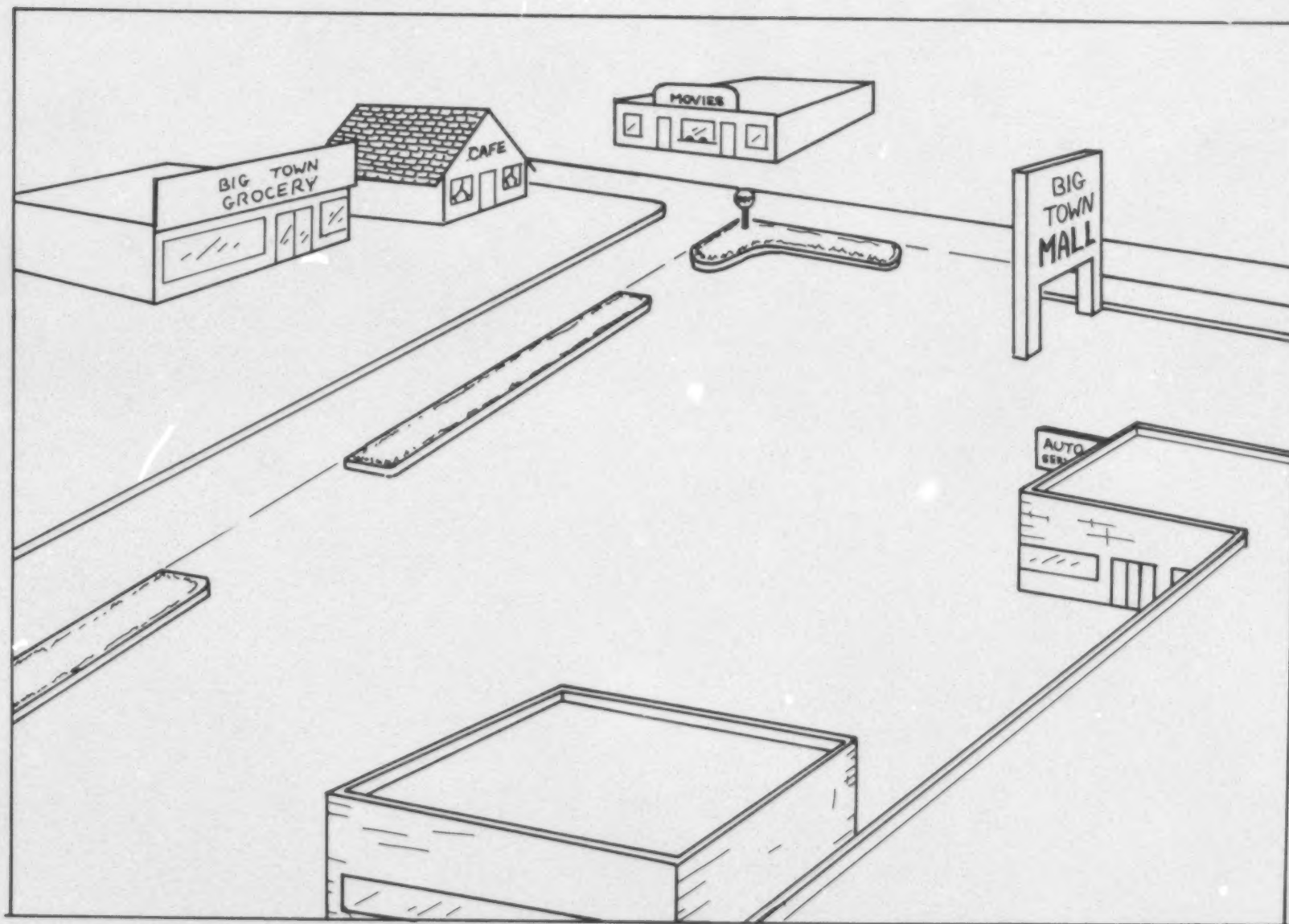
2. Post Office.

Purpose: To provide practice in using February vocabulary.

Materials Needed: Construction paper to make valentines, boxes to make "Post Office".

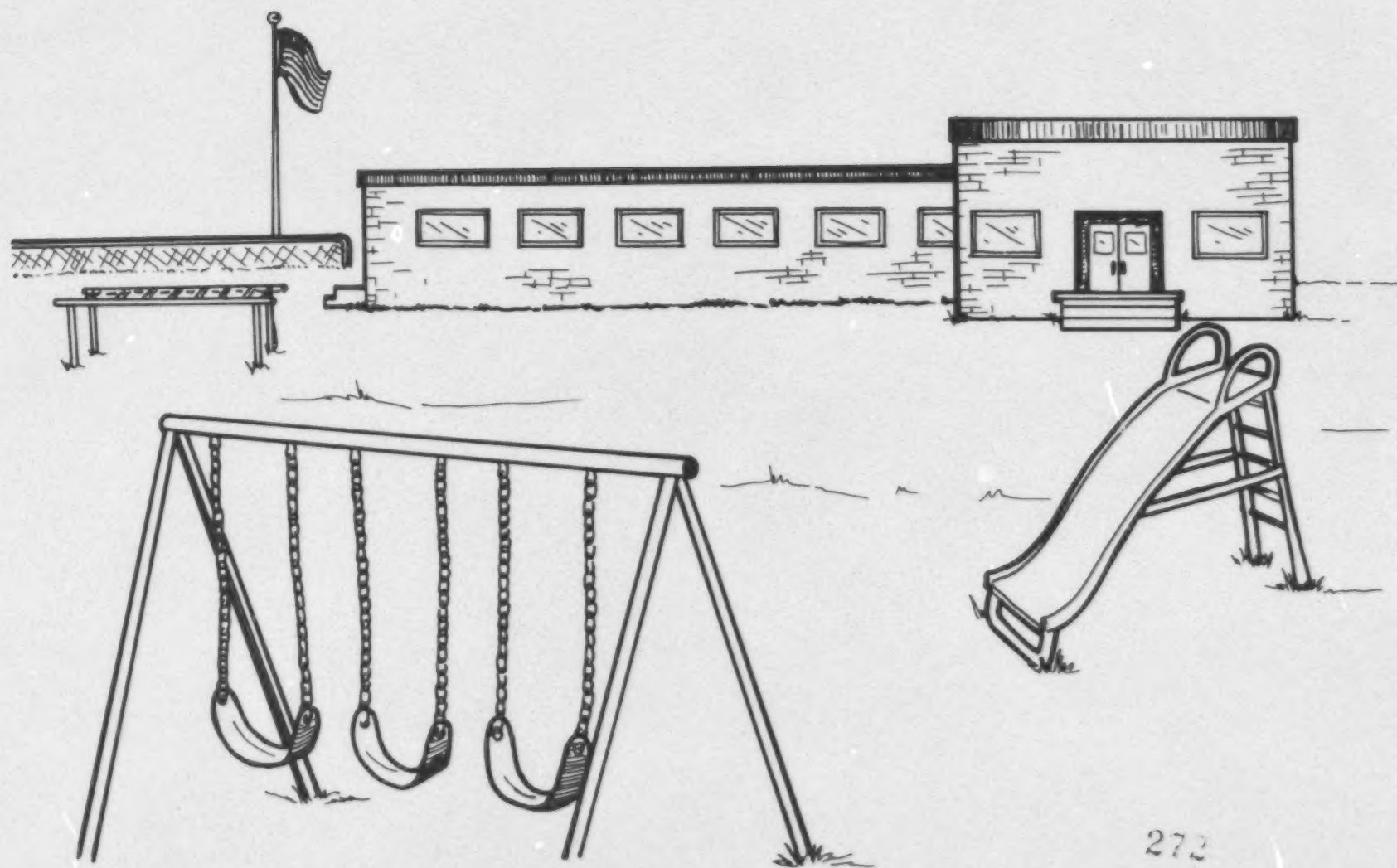
Description: Students make valentines complete with envelopes. Make "streets" of rows or tables (ex. Mary, first desk, Maple Street, fifth grade, Eisenhower School, Douglas, Oklahoma 73733). Address the envelopes and draw on "stamps". Take to Post Office and mail. Party post master and mistress will deliver. D. K. Shore.

3. See Overview for additional FUN!



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FOLLOW THE LEADER

LESSON FORTY-SEVEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: LITTLE OLD I HAVE AN OLD BOOK. THAT'S A BIG DOG.
BIG NEW SHE HAS A LITTLE PENCIL. SHE HAS A NEW DRESS.

Pronunciation: Practice the "bs" sound at the end of words like "cabs".

New Lesson Procedures:

Section I.

1. Review using pictures: "IS THE WATER HOT?" "YES/NO, IT(IS)N'T."
2. Initiate a chain dialogue.

Section II.

1. Place an assortment of little and big and old and new objects and or pictures on the table. Pick up a short pencil and say: "I HAVE A LITTLE PENCIL." Pick up a beat-up book and say: "I HAVE AN OLD BOOK." Pick up a picture of a big dog and say: "THAT'S A BIG DOG." Pick up a picture of a girl in a catalog picture and say: "SHE HAS A NEW DRESS."
2. Hand out pictures to students and initiate a chain dialogue.
A. "I HAVE A NEW DRESS. WHAT DO YOU HAVE?"
B. "I HAVE AN OLD SHOE. WHAT DO YOU HAVE?"
3. Ask Student #1, while pointing to student #5: "WHAT DOES (S)HE HAVE?" Answer: "SHE HAS _____." etc. Initiate a chain dialogue.
4. Give each child two pictures (one little/big, the other old/new) and ask: "WHAT DO YOU HAVE?" Answer: "I HAVE A _____ AND A _____." etc.

Section III.

1. Review mass nouns (some):

bread	milk	paper	meat
cheese	chalk	punch	corn
water	chips	soup	nuts

Use realia where possible, etc. Yes, "I HAVE SOME _____, WHAT DO YOU HAVE?"

2. Use pictures and initiate a chain dialogue.

FOLLOW THE LEADER

LESSON FORTY-EIGHT

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review colors and use in sentences.

"I HAVE A BLUE COAT." "IS YOUR BOOK GREEN?" "NO, IT'S NOT, IT'S YELLOW."

Pronunciation: Review initial "y", as in "yellow". Some pupils will say, "jello".

New Lesson Procedures:

Section I.

1. Place an assortment of little & big, old & new objects and or pictures on the table and review Lesson Forty-Eight. Initiate a chain dialogue.
2. "I HAVE A NEW DRESS. WHAT DO YOU HAVE?"

Section II.

1. Using puppets will be valuable in this lesson. First puppet can ask second puppet: "IS YOUR DRESS YELLOW?" Second puppet: "NO, IT ISN'T, IT'S ORANGE."
2. Repeat the process 2-3 times, having the puppets ask different color questions concerning their clothing. The answers should be sometimes negative and sometimes positive.
3. Ask a student: "IS YOUR SHIRT/DRESS BLUE?" Answer: "YES/NO, IT IS(N'T)." [If negative, should continue..."IT'S GREEN." etc.] Prompt if necessary.
4. Continue until you have asked each pupil.
5. Initiate a chain dialogue, using clothing colors. Use structure as suggested in #3.

Section III.

1. Follow the same procedure as Section II, but using items around the room.
2. Initiate a chain dialogue.

FOLLOW THE LEADER

LESSON FORTY-NINE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review and games.

Pronunciation: Review all February structures.

New Lesson Procedures:

Section I.

1. Have pictures of cheese, water, bread, milk, crackers, etc.
2. Review: "WHAT DO YOU HAVE?" "I HAVE SOME CHEESE." (etc.) "I DON'T HAVE ANYTHING."
(NOTHING)
3. Initiate a chain dialogue (refer to Lesson Forty-one if necessary).

Section II.

1. Have same pictures as Section I.
2. Review: "DO YOU LIKE CHEESE?" "YES, I DO." "NO, I DON'T." "DO YOU WANT SOME CHEESE?"
3. Initiate a chain dialogue (refer to Lesson Forty-two if necessary).

Section III.

1. Have same pictures as Section I.
2. Review: "I LIKE MILK." (etc.) "DO YOU LIKE MILK?" "WHO LIKES MILK?"
3. Initiate a chain dialogue (refer to Lesson Forty-three if necessary).

Section IV.

1. Have pictures of hot soup, hot cocoa, ice water, snow, etc.
2. Review: "THE SOUP IS HOT." (etc.) "THE WATER IS COLD." (etc.)
3. Initiate a chain dialogue (refer to Lesson Forty-five if necessary).

Section V.

New Structure: "IS THE WATER HOT OR COLD?" "THE WATER IS HOT, ETC."

Section VI.

1. Place an assortment of big/little and old/new pictures and/or objects on the table.
2. Review: "I HAVE AN OLD BOOK." "SHE HAS A LITTLE PENCIL." "THAT'S A BIG DOG." "SHE HAS A NEW DRESS." (etc.) "I HAVE AN OLD BOOK AND A NEW DRESS."

3. Hand out pictures and/or objects and initiate a chain dialogue (refer to Lesson Forty-seven if necessary).
4. Substitute any familiar mass noun (use picture) and review: "I HAVE SOME MEAT."
"WHAT DO YOU HAVE/" "I HAVE SOME NUTS." (etc.)
5. Use pictures and initiate a chain dialogue.

Section VII.

1. Referring to clothing on students or objects around the room, review color use in sentences.
2. "I HAVE A BLUE COAT." "IS MARIA'S DRESS YELLOW?"
"IS YOUR COAT BLUE?" "YES, IT IS."
"NO, MY COAT'S GREEN." (etc.) "WHAT COLOR IS YOUR BOOK?"
"MY BOOK IS BROWN." (etc.)

FOLLOW THE LEADER

LESSON FIFTY

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Test.

Pronunciation:

Initial Sounds
"ch" as in cheese
"y" as in yellow

Medial Sounds
"e" as in bread
"i" as in is

Final Sounds
"d" as in bread
"ks" as in likes
"bs" as in cabs

Testing Procedures:

Section I.

1. Using pictures of cheese, water, bread, milk, crackers, etc., initiate a chain dialogue to test the following structures.
2. "I HAVE SOME CHEESE." (etc.) "WHAT DO YOU HAVE?"
Possible correct answers: "I HAVE SOME _____." "I DON'T HAVE ANYTHING." "NOTHING."

Section II.

1. Using the same pictures as Section I, initiate a chain dialogue to test the following structures.

2. "DO YOU LIKE CHEESE?" (etc.)
Possible correct answers: "YES, I DO." "NO, I DON'T."
3. Initiate a chain dialogue to test the following structures.

Section III.

1. Using the same pictures, test: "I LIKE MILK." (etc.) "DO YOU LIKE MILK?"
Possible correct answers: "I LIKE MILK." "NO, I DON'T." "YES, I DO." (etc.)
2. Initiate a chain dialogue to test:
3. "WHO LIKES MILK?" (etc.) Answer: "I DO." Give picture to person answering.

Section IV.

1. Using pictures of hot and cold items, test the following structures:
2. "THE SOUP IS HOT." "THE WATER IS COLD." (etc.)

Section V.

1. Using the same pictures as Section 4, test the following structures:
2. "IS THE SOUP HOT OR COLD?" (etc.) "THE SOUP IS HOT."

Section VI.

1. Using pictures of big/little items, test the following structures:
2. "WHAT DO YOU HAVE?" "I HAVE A LITTLE BOOK." (etc.)
3. Using pictures of old/new items, test the following structures:
4. "WHAT DOES (S)HE HAVE?" "(S)HE HAS AN OLD SHOE." (etc.)

Section VII.

1. Give each student one big/little picture and one old/new picture. Test for the following structures:
2. "WHAT DO YOU HAVE?" "I HAVE A BIG BALL AND AN OLD SHOE." (etc.)

Section VIII.

1. Using pictures of mass nouns, initiate a chain dialogue to test the following structures:
2. "I HAVE SOME MEAT." "WHAT DO YOU HAVE." "I HAVE SOME MILK." (etc.)

Section IX.

1. Referring to clothing on students and/or objects around the room, test the following structure:
2. "I HAVE A BLUE COAT." "IS YOUR COAT BLUE?" "NO, MY COAT'S GREEN."
3. "IS MARIA'S DRESS YELLOW?" "YES, IT IS."
4. "WHAT COLOR IS YOUR BOOK?" "MY BOOK IS BROWN."

Out of approximately 25 items, students should answer at least 20 correctly. If this does not happen, student should review before moving into Lesson Sixty-One.

Something Extra for Older Students:

Adapted for older students from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 52

Purpose: To assist students in organizing their classwork.

Materials Needed: Each student needs a spiral notebook.

Description: To help students maintain an organization in their classroom work, require them to keep a notebook. The notebook can be divided into sections - as many as you deem necessary. Some possible sections might be: pronunciation, verbs, grammar, culture, songs, poems, etc. If notebooks are required, however, be sure to check them occasionally.

MARCH

Little wind, blow on the hill-top
 Little wind, blow down the plain,
 Little wind, blow up the sunshine,
 Little wind, blow off the rain.

Kate Greenaway

I say you toss the kites on high
 And blow the birds about the sky;
 And all around I heard you pass,
 Like ladies' skirts across the grass--
 O wind, a-blowing all day long
 O wind, that sings so loud a song!

1st verse, "The Wind," Robert L. Stevenson



1 1961, est. of Peace Corps	2 1956, Texas Independence from Mexico	3 Japanese Doll Festival	4	5	6	7
8	9 Amerigo Vespucci, 1451-1512 (Italian navigator - America named for)	10	11	12	13	14 Albert Einstein, 1879-1955
15	16	17 St. Patrick's Day	18 Hawaii's Statehood, 1959	19	20	21
22	23	24	25	26	27	28
29	30 1st Amendment - right to vote - passed U.S. purchase of Alaska					

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
MARCH	Students have completed lessons 41-50 and have satisfactorily completed the review and quiz.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS	Students will continue activities as listed in February plan.
Phase IV	They are ready to begin lesson 51-60.	Continue to review past vocabulary and structure as necessary. Continue plans for spring International celebration. Re-test any student needing the service for advancement into formal reading groups. Use semantic webbing, Cloze test, snap reading, & higher level question quizzes to assist in this screening. The Ray Informal Reading Test may prove valuable. Update IEP's as needed.	Students will use March vocabulary in skits, c/r discussions, test, peer conversations, etc.
		Introduce new season: SPRING. SCIENCE ENCOUNTERS: Seasons	Students will perform Science experiments successfully both individually and in groups.
		Introduce Spring vocabulary Spring shamrock animals babies seeds elf Leprechaun parade Gold wind plants rainbow bag St. Patrick's Day Ireland (use map)	Students will research St. Patrick's Day (depending upon age) and it's reason for observance in U.S.
		New English Structure: "Is there a _____ in the _____?" answer: "Yes, there is." "No, there isn't?" "Are there _____?"	Student will demonstrate understanding of new English vocabulary/structure in classroom discussion, assignments, successful completion of tests peer conversations, etc.

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
		Appropriate answer "How many _____ are there?" "there are _____." "What are you doing?" "I'm/we're _____." "They're/you're _____." "Do you want them/it?" "Yes, I want them/it?" "No, I don't want them/it." Exclamations: "There she is!" "I see her!" etc. Question review: "Who sees John?" "I see him." (John)." "Who sees him?" "I see him." "Who sees her?" "I see her." "Do you see John?" "No, I don't see him." etc. "Do you see Ann & Sue." "Yes, I see them." "Do you see the book and pencil." "Yes, I see them." etc. "Do you see the three balls?" etc. "Where's Mana?" ACTIVITIES: Bake St. Pat- rick's Day cookies. Serve with green punch, green eggs, and green ham. Read GREEN EGGS & HAM, Dr. Seuss. Celebrate St. Pat's Day.	

TEACHING PROCEDURES CONT

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
		Make shamrocks and wear on St. Patrick's Day. Have a parade. What's a shillelagh? Research reason for celebrating St. Patrick's Day. Make creative writing assignment around research. Celebrate Dr. Seuss' birthday. Display his books. How old is he? Prepare for April Fool's Day. What day is it? Books: <u>The Carrot Seed.</u> Ruth Krauss. <u>A Room Full of Animals.</u> <u>John Houston.</u> <u>Because a Little Bug Went Ka Choo.</u> Rosetta Stone. <u>Blue Bug Finds A Friend.</u> <u>Virginia Poulet.</u> <u>Can You Find What's Missing?</u> <u>Carol Nicklaus.</u> <u>Where is Everybody?</u> Remy <u>Charlip</u> <u>Look Again!</u> Tan Hoban Songs/Poems: "March Winds", Any seasonal one you like plus: "Yankee Doodle", "White Coral Bells", "Hippity Hop to Bed", "Ensy Weensy Spider"	

FOLLOW THE LEADER

LESSON FIFTY-ONE - PHASE IV

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: IS THERE A FLOWER IN THE VASE? HOW MANY CHILDREN ARE IN THE ROOM?
ARE THERE PENCILS IN THE BOX? HOW MANY BOOKS DO YOU HAVE ON YOUR DESK?
HOW MANY BOOKS DOES (S)HE HAVE ON HER/HIS DESK?

Pronunciation: Review the final "ks" sound as heard in "box" and books". Compare this sound with the "sk" sound heard in "desk".

New Lesson Procedures:

Section I. Game Review:

Purpose: To provide review of animals and accurate action words.

Materials needed: None

Description: The leader makes statements to which the class must respond. If (s)he says "birds fly," students flap their arms. (However, no one should flap arms to "desks fly" etc. If someone flaps arms inappropriately they are "OUT".

Section II.

1. Using imitation or real flowers and a vase; pencils and a box teach the following structure:
2. Place the vase, flowers, pencils and box on the table.
3. Hold up each one and repeat:

A. This is a vase.	D. Children repeat.	G. These are pencils.
B. Children repeat.	E. These are flowers.	H. Children repeat.
C. This is a box.	F. Children repeat.	
4. Repeat #3 using "THESE ARE FLOWERS." and "THESE ARE PENCILS."
5. Remove everything from the table but the flowers, and ask:
"WHERE ARE THE FLOWERS?" (Student response: "THE FLOWERS ARE ON THE TABLE.")
6. Put the flowers under the table, and repeat the procedure. Ask: "WHERE ARE THE FLOWERS?"
(Student response: "THE FLOWERS ARE UNDER THE TABLE.")
7. Put the flowers in the vase and repeat the procedure. Ask: "WHERE ARE THE FLOWERS?"
(Students response: "THE FLOWERS ARE IN THE VASE.")
8. Repeat the above (steps 4-6) using pencils and box.

Section III

1. Place several student books on the ESL Class members' desks.
2. Put several books on your desk/table. Use the puppet and model:
Say to the puppet: "I HAVE (3) BOOKS ON MY DESK."
Repeat the procedure.
3. Ask the puppet: "HOW MANY BOOKS DO I HAVE ON MY DESK?"
Puppet response: "YOU HAVE (3) BOOKS ON YOUR DESK."
Repeat the procedure.
4. Ask the ESL class: "HOW MANY BOOKS DO I HAVE ON MY DESK?"
Student response: "YOU HAVE (3) BOOKS ON YOUR DESK."
5. Ask individual students: "HOW MANY BOOK DO YOU HAVE ON YOUR DESKS?"
Student response: "I HAVE _____ BOOKS ON MY DESK."
6. Initiate a chain dialog: "I HAVE _____ BOOKS ON MY DESK."
"HOW MANY BOOKS DO YOU HAVE ON YOUR DESK?"
7. Repeat Steps (4-6) using: "HOW MANY CHILDREN ARE IN THE ROOM?"
"HOW MANY BOOKS DOES (S)HE HAVE ON HER/HIS DESK?"

FOLLOW THE LEADER

LESSON FIFTY-TWO

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: HOW MANY BOOKS ARE THERE? THERE ARE (3) BOOKS. THERE'S SOME STRING.

Pronunciation: Review "oo" sound as heard in "book" and "look".

New Lesson Procedures:

Section I. Review

1. Review placement of objects (in, on, under, etc).
2. Review structure: "WHERE ARE THE FLOWERS?"
"THE FLOWERS ARE IN THE VASE." (ETC.)

3. Review structure: "HOW MANY BOOKS ARE ON MY/YOUR/HIS/HER DESK?"
"THERE ARE (3) BOOKS ON THE TABLE."
4. Initiate chain dialog to assist in this review. Continue until children feel secure.

Section II

1. Clean out your desk drawer with a bit of drama. Say: "WHAT'S IN MY DESK?"
Take out items and say while children repeat: "THERE'S SOME STRING."
"THERE ARE 5 PENCILS."
"THERE'S ONE OLD ERASER."
"THERE'S ONE OLD LUNCH TICKET." (ETC.)
2. Lay the objects according to category on the desk and ask:
 - a. "HOW MANY PENCILS ARE THERE?"
Student response: "THERE ARE (5) PENCILS."
 - b. "HOW MANY ERASERS ARE THERE?"
Student response: "THERE IS (1) PENCIL."
 - c. Hold up the string; ask: "WHAT IS THIS ON MY DESK?"
Response: "SOME STRING."
Prompt student(s) to say: "THERE'S SOME STRING ON YOUR DESK."
3. Repeat Step #2 using children.
 - a. Have (2) boys stand. Ask: "HOW MANY BOYS ARE THERE?"
Response: "THERE ARE (2) BOYS."

FOLLOW THE LEADER

LESSON FIFTY-THREE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: WHAT ARE YOU DOING? I'M PLAYING. (ETC.) WHAT ARE YOU PLAYING?
ARE YOU PLAYING? NO, I'M NOT. I'M WORKING. I'M PLAYING TAG. (ETC.)

Pronunciation: Practice "ing" sound as in "playing", "doing", "working".

New Lesson Procedures:

Section I. Review.

Arrange objects on the table or desk.

1. Ask: "HOW MANY PENCILS ARE THERE?" (appropriate response.)
"HOW MANY OLD ERASERS ARE THERE?" (appropriate response.)
2. Continue until all objects are properly accounted for.
3. Initiate a chain dialog, using the items on the desk.
4. Practice concept "SOME" with: "THERE IS SOME STRING ON THE DESK."
If this mass noun concept continues to be confusing, use scissors to cut up some of the string, roll it into a ball, anything to show that you can make many pieces out of one very long piece...thus it's not really one, but some.

Section II.

1. Choose a student to come forward and perform a work action.
Ask: "ARE YOU PLAYING?"
Prompt him/her to answer: "NO, I'M NOT. I'M WORKING."
2. Continue with play action, etc.
3. Assign each student in the ESL class a work/play action and initiate a chain dialog.
#1 "I'M PLAYING."
"ARE YOU PLAYING?"
#2 "NO, I'M NOT. I'M WORKING."
(To #3) "I'M WORKING."
"ARE YOU WORKING?" (ETC.)

Section III.

1. Select a specific work/play action. Ask: "ARE YOU PLAYING TAG?"
Prompt: "YES, I'M PLAYING TAG."
2. Ask: "WHAT ARE YOU DOING?"
Prompt: "I'M WORKING IN THE HOUSE."
Ask: "WHAT ARE YOU DOING IN THE HOUSE?"
Prompt: "I'M SWEEPING THE FLOOR."
3. Review song: "TODAY IS MONDAY" for work. Role play each verse.
4. Initiate a chain dialog: #1 "WHAT ARE YOU DOING?" #2 "I'M PLAYING TAG."
"WHAT ARE YOU PLAYING?" "I'M PLAYING."

FOLLOW THE LEADER

LESSON FIFTY-FOUR

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "WHAT AM I DOING?" "AM I RUNNING." "ARE YOU SKIPPING?" "WHAT'S SHE DOING?"
(Including appropriate answers.)

Pronunciation: Practice "ing" sound as in "playing", "doing," "working".

Section I. Review.

1. Initiate a chain dialog to review:
 - #1 "I'M PLAYING. ARE YOU PLAYING?"
 - #2 "NO, I'M NOT PLAYING. I'M WORKING."
2. Initiate a chain dialog to review:
 - #1 "WHAT ARE YOU DOING?"
 - #2 "I'M PLAYING."
 - #1 "WHAT ARE YOU PLAYING?"
 - #2 "I'M PLAYING TAG."

Section II.

1. Instruct student to role play an action. Ask: "WHAT'S (S)HE DOING?"
Appropriate Response: "(S)HE'S _____."
2. Instruct student to role play an action and ask: "WHAT AM I DOING?"
Appropriate Response: "YOU'RE _____."
3. Instruct student to role play an action and ask: "AM I RUNNING?"
Appropriate Response: "YES, YOU'RE RUNNING."
or
"NO, YOU'RE NOT RUNNING. YOU'RE SKIPPING." (ETC.)
4. Repeat until children succeed.

FOLLOW THE LEADER

LESSON FIFTY-FIVE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "I HAVE A BANANA." "DO YOU WANT IT?"

(Show by many examples that a specific noun "they", "them", "this" and "that" are often meant to mean the same thing.)

Pronunciation:

Practice the syllable stress in the words "banana", "bandana", etc.

New Lesson Procedures:

Section I. Review.

1. Review "WHAT'S (S)HE DOING?"
"SHE'S _____."
2. Review "WHAT AM I DOING?"
"YOU'RE _____."
3. Review "AM I RUNNING?"
"NO, YOU'RE NOT RUNNING. YOU'RE SKIPPING."
or
"YES, YOU'RE RUNNING."

Section II:

1. Teach by many examples that a specific noun and "it", "them", "this", and "that" are often meant to mean the same thing.
2. Example: "I HAVE A BANANA."
"DO YOU WANT IT?"
Answer: "YES, I WANT IT."
"NO, I DON'T WANT IT."

"I HAVE SOME CRAYONS."

"DO YOU WANT THEM?"

Answer: "YES, I WANT THEM."

"NO, I DON'T WANT THEM."

FOLLOW THE LEADER

LESSON FIFTY-SIX

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "DO YOU SEE HOMAUN?" "DO YOU SEE HIM?" "YES, I DO."
"DO YOU SEE MAY AND SUE?" "YES, I SEE THEM." (ETC.)
"WHO SEES THEM?" "I DO." "I SEE THEM." "I DON'T." "I DON'T SEE THEM."

Pronunciation: Practice the initial "th" sound in "those."
Use mirrors if necessary.

New Lesson Procedures:

Section I. Review.

1. Practice examples of the pronouns "it", "they", "them", "this", "that".
2. Example: "I HAVE A BANANA."
"DO YOU WANT IT?"
Answer: "YES, I WANT IT."
"NO, I DON'T WANT IT."

Section II.

1. Have a student hide under the table.
Ask: "WHO SEES JOSE?"
Prompt for Response: "I SEE JOSE/HIM."
Give each student opportunity to respond.
2. Have student hide in closet where (s)he can't be seen.
Ask: "DO YOU SEE THANH?" "WHO SEES THANH?"
Response: "NO, I DON'T SEE THANH/HIM/HER." "I DO. I SEE THANH/HIM/HER."
Give each student opportunity to respond.
3. Have (2) students hide behind your desk.
Ask: "DO YOU SEE HOMAUN AND MANDANA?"
Response: "NO, I DON'T SEE HOMAUN & MANDANA?" "WHO SEE HOMAUN & MANDANA?"
"NO, I DON'T SEE THEM." "I DO. I SEE THEM."
"YES, _____."

4. Repeat, using objects (pencils, books, etc.).
5. It would be fun and challenging to initiate a chain dialog with this activity.

FOLLOW THE LEADER

LESSON FIFTY-SEVEN

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "OPEN THE DOOR PLEASE."

"WHO CAN OPEN THE DOOR FOR ME?"

"WHO CAN OPEN THE DOOR FOR JOHN?"

"WHERE IS MARY?"

"THERE SHE IS!"

"WHERE ARE THOSE CHILDREN?"

"THERE THEY ARE!"

Pronunciation:

Practice the final "nt" sound in "don't" and "want".

New Lesson Procedures:

Section I. Review.

1. Practice: "DO YOU SEE ANN?"
"WHO SEES ANN?"
2. Use role playing to initiate the above activity.
3. Practice: "DO YOU SEE MARY AND SUE?"
"YES, I SEE THEM."
"NO, I DON'T SEE THEM."
4. Practice: "WHO SEES THEM? (ETC.)"
5. Initiate a chain dialogue for further review.

Section II.

1. Ask a student to open the door.
Say: "OPEN THE DOOR, PLEASE." (this will be review.)
Ask: "WHO CAN OPEN THE DOOR FOR ME?" (Class responds John can, etc.)
2. Repeat the procedure with several children.
3. Have a child become the "teacher" and repeat steps 1-2, saying:
"WHO CAN OPEN THE DOOR FOR SALLY?" (etc.)

Section III.

1. Have a student hide under your desk.
Ask: "WHERE IS MARY?"
Look all around, making a big show of the search. Finally locating her exclaim:
"THERE SHE IS!"
2. Repeat with several children.
3. Hide 2-3 children and repeat, using "those children" and "they".
4. Repeat several times with children and objects.

FOLLOW THE LEADER

LESSON FIFTY-EIGHT

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "WHERE'S MARIA?" "DO YOU SEE HER?"
"WHERE ARE THOSE THREE BOOKS?" "DO YOU SEE THEM?"

Pronunciation: Practice the "thr" sound in "three."

New Lesson Procedures:

Section I. Review.

1. Role play the door opening activity from Lesson 57.
2. Ask: "WHO CAN OPEN THE DOOR FOR ME?/JOHN?" (ETC.)
Answer: "I CAN OPEN THE DOOR FOR YOU." (ETC.)
3. Hide students around the room and ask:
"WHERE IS MARY?" "WHERE ARE THOSE CHILDREN?"
"THERE SHE IS!" "THERE THEY ARE!"
4. Repeat the procedure using objects.

Section II.

1. Continue the activity of hiding students and/or objects around the room and ask:
"WHERE'S MARIA?" "DO YOU SEE HER?"

2. Prompt for: "MARIA IS UNDER THE DESK." (ETC.)
 "YES, I SEE HER."
 "NO, I DON'T SEE HER."
3. Continue the activity using "her", "him", "those", and "them".

Section III.

1. Arrange language lessons around the March vocabulary. (See March Overview.)
2. Arrange LEA activities around March vocabulary and cultural concepts.
3. Continue cross-cultural activities in preparation for International Activities later in the spring. (See March Overview.)

FOLLOW THE LEADER

LESSON FIFTY-NINE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: Review

Pronunciation: No new structures.

New Lesson Procedures:

Section I.

1. Review: "IS THERE A FLOWER IN THE VASE?"
 "ARE THERE PENCILS IN THE BOX?"
 "HOW MANY CHILDREN ARE IN THE ROOM?"
 "HOW MANY BOOKS DO YOU HAVE ON YOUR DESK?"
 "HOW MANY BOOKS DOES (S)HE HAVE ON HER/HIS DESK?"
2. See Lesson 51 for detailed activities.
3. Initiate a chain dialog.

Section II.

1. Review: "HOW MANY BOOKS ARE THERE?"
 "THERE ARE 3 BOOKS".
2. See Lesson 52 for detailed activities.
3. Initiate a chain dialog.

Section III.

1. Review: "WHAT ARE YOU DOING?"
"I'M PLAYING. (ETC.)"
"ARE YOU PLAYING?"
"NO, I'M NOT. I'M WORKING." (ETC.)
"WHAT ARE YOU PLAYING?"
"I'M PLAYING TAG."
2. See Lesson 53 for detailed activities.
3. Initiate a chain dialog.

Section IV.

1. Review: "WHAT AM I DOING?"
"YOU ARE _____."
"AM I RUNNING?"
"NO, _____ or YES, _____."
"ARE YOU SKIPPING?"
"YES, I AM. or NO, I'M NOT."
"WHAT'S SHE DOING?"
"SHE'S _____."
2. See Lesson 54 for detailed activities.
3. Initiate a chain dialog.

Section V.

1. Review: "I HAVE A BANANA."
"DO YOU WANT IT?"
2. Also review structures using "they", "them", "this", and "that".
3. See Lesson 55 for detailed activities.
4. Initiate a chain dialog.

Section VI.

1. Review:
 - "DO YOU SEE HOMAUN?"
 - "DO YOU SEE HIM?"
 - "YES, I DO SEE HIM."
 - "NO, I DON'T SEE HIM."
 - "DO YOU SEE MARY AND SUE?"
 - "YES, I DO SEE THEM."
 - "WHO SEES THEM?"
 - "I DO. I SEE THEM."
 - "I DON'T. I DON'T SEE THEM."
2. See Lesson 56 for detailed activities
3. Initiate a chain dialogue.

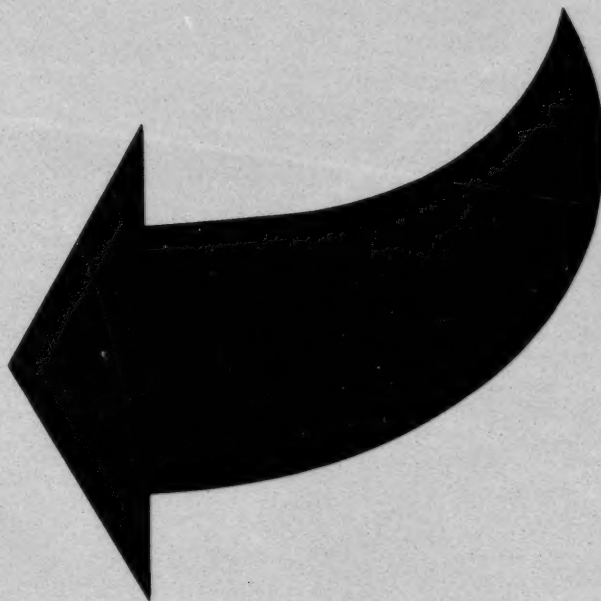
Section VII.

1. Review:
 - "OPEN THE DOOR, PLEASE."
 - "WHO CAN OPEN THE DOOR FOR ME?"
 - "WHO CAN OPEN THE DOOR FOR HOMAUN?"
 - "WHERE IS MARY?"
 - "THERE SHE IS!"
 - "WHERE ARE THOSE CHILDREN?"
 - "THERE THEY ARE!"
2. See Lesson 57 for detailed activities.
3. Initiate a chain dialog.

Section VIII.

1. Review:
 - "WHERE'S MARIA?"
 - "DO YOU SEE HER?"
 - "WHERE ARE THOSE THREE BOOKS?"
 - "DO YOU SEE THEM?"
2. Initiate a chain dialogue.

They are over there.



THERE ARE MANY THINGS TO LEARN ABOUT SAFETY IN THE U. S.



FOLLOW THE LEADER

LESSON SIXTY

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: Test.

Pronunciation:

Initial sounds:

"th" as in "those"

"thr" as in "three"

Medial Sounds:

"oo" as in "book"

Final Sounds:

"ks" as in "box"

"sk" as in "desk"

"ing" as in "looking"

"nt" as in "don't"

Syllables:

Syllable stress in "banana", "bandana".

Testing Procedures:

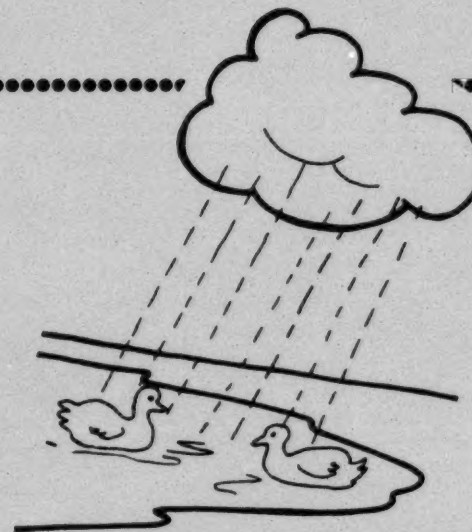
1. Using Lesson 59, test students over March vocabulary and structures.
2. THERE ARE APPROXIMATELY 30 TEST ITEMS IN THIS ACTIVITY. MAKE YOUR SCORE SHEET AS FOR PAST LESSONS. IF A STUDENT SCORES BELOW 25, REVIEW IS REQUIRED BEFORE PROGRESSING TO LESSON 61.

APRIL

RAIN

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

Robert L. Stevenson



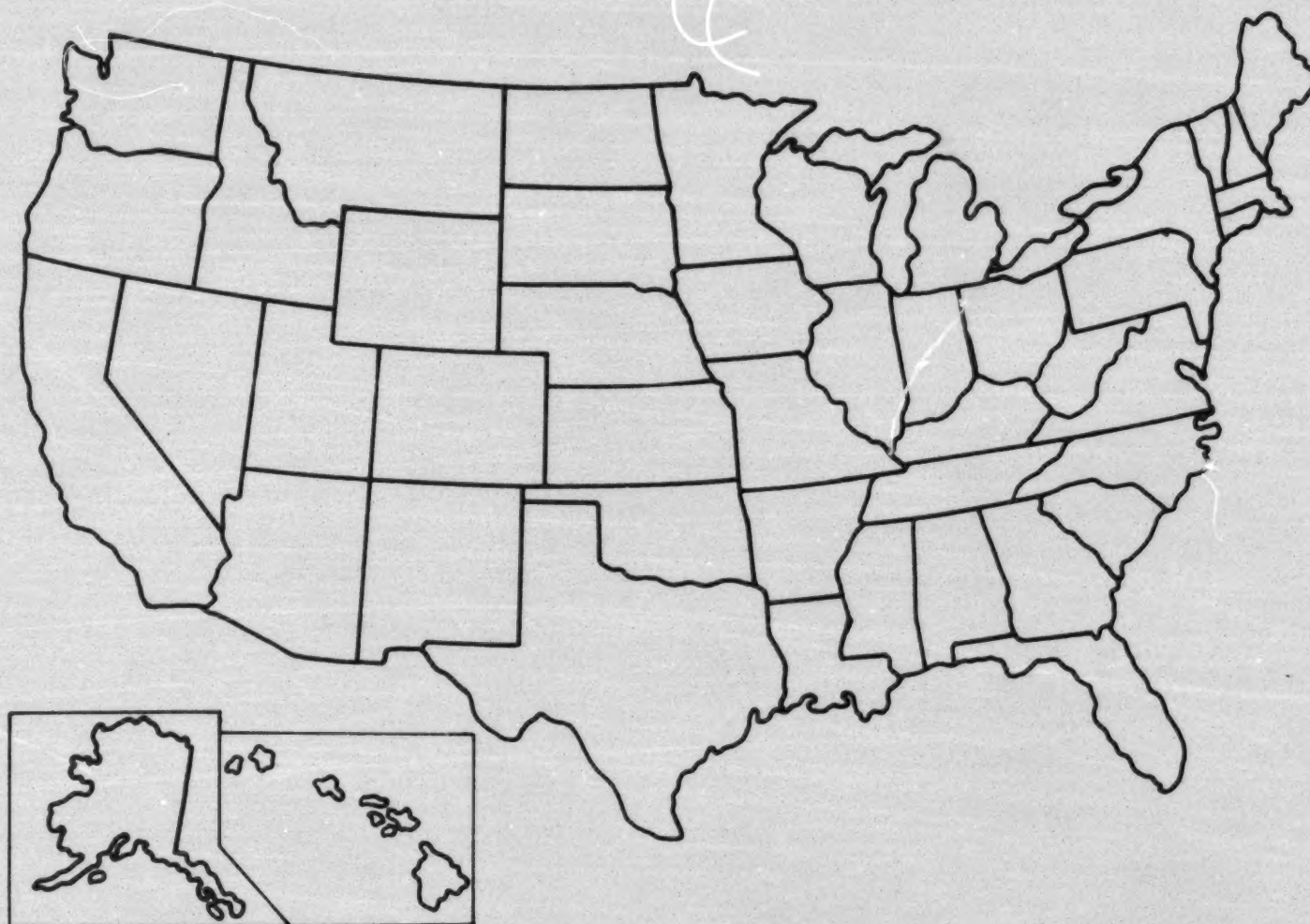
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22 '89er Day - Guthrie estab. as Oklahoma's capitol, later removed to Oklahoma City	23	24	25	26	27	28
29	30					

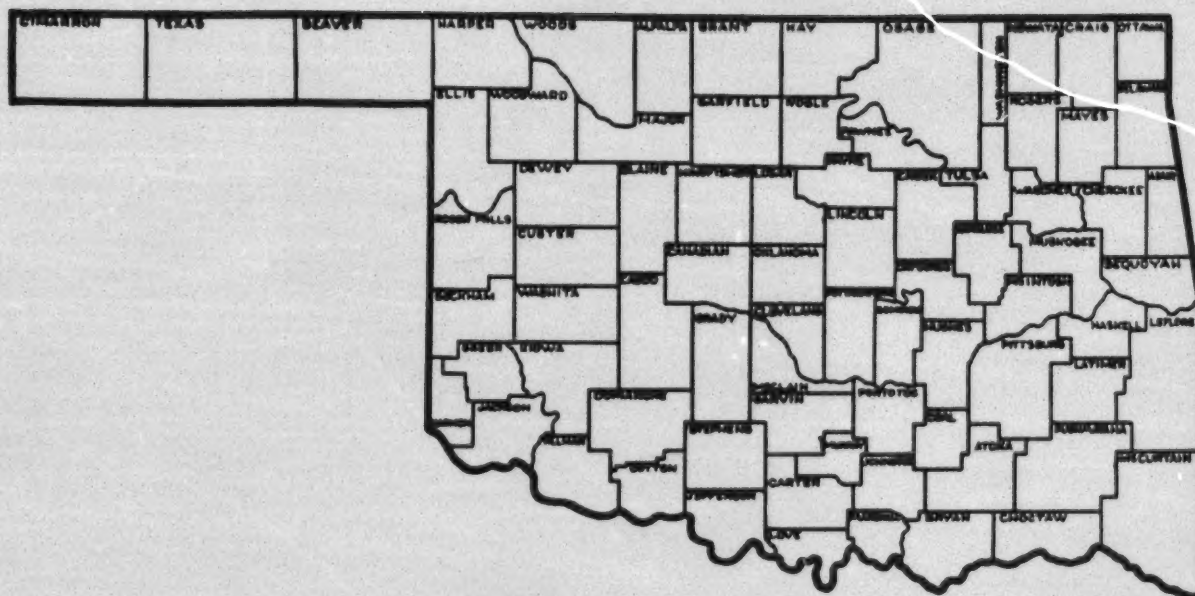
(Easter is in either April or May . . check current calendar.)

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
APRIL	Students have completed Lessons Fifty-one to Sixty and have satisfactorily completed the review & quiz.	PROJECTED INSTRUCTION TIME FOR LESSONS - FOUR WEEKS.	Students will continue activities as listed in March plan.
Continue Phase IV	They are ready to begin Lessons Sixty-one to Seventy.	Continue to review past vocabulary & structure as necessary.	Students will use April vocabulary in skits, c/r discussions, tests, peer conversations, etc.
		Continue plans for spring International Celebration. (Complete prior to Mother's Day.)	Students will exhibit understanding of April concepts through activities, participation in games, skits, creative writing assignments, c/r discussions, quizzes, concrete activities, etc.
		Re-test any student needing the service for advancement into formal reading groups. Use semantic webbing, Cloze tests, snap reading, & higher level question quizzes to assist in screening. The Ray Informal Reading Test may prove invaluable. Update IEP's as needed.	Students will research Easter & Oklahoma History activities thoroughly (depending upon age) & complete these learning experiences successfully.
		NEW ENGLISH STRUCTURES:	Students will demonstrate understanding of new English vocabulary/structure in c/r discussion, assignments, successful completion of tests, peer conversations, etc.
		"What's she doing?" "She's helping him." "(S)he's tearing it." "(S)he's passing it out." "(S)he's collecting them." "What can you open?" "I can open the box."	



MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
NEW ENGLISH STRUCTURES (Continued):		Songs/Poems: (Same as March or Oklahoma pioneer songs, Easter songs, square dance, simple, etc., plus any you wish to add.)	Students will continue cross-cultural activities in preparation for International Activities next month.
"Can you close the box?" "Yes, I can." etc. "What can you do?" "I can close the door." etc. "How many eyes does Steve have?" "Steve has two eyes." "(S)he has two eyes." etc. "Ask John how much money he needs for the trip." "John, how much money do you need for the trip?" "Did John clap his hands?" "Yes, (s)he did." "No, (s)he didn't." "Did I open the window?" "No, you didn't. You closed the door." (etc.) "Look at Sue & Jack. Did they wash the dishes?" "No/Yes they did/didn't." "They mopped the floor." etc. "Did we drink juice?" "No, we didn't. We drank milk, etc." "What did John (we/you) do?" "I/John/we washed my (his/our) hands." etc.		Books: <u>Let's Find Out About What's Big & What's Small.</u> Shapp, Martha & Charles. <u>Let's Find Out About Water.</u> Shapp, Martha & Charles. <u>Let's Find Out About What's Light & What's Heavy.</u> Shapp, Martha & Charles. <u>What Tabbit the Rabbit Found.</u> Latham, Jean Lee. <u>Where's the Bunny?</u> Carroll, Ruth. <u>Pat the Bunny.</u> Kunhardt, Dorothy. <u>The Happy Egg.</u> Krauss, Ruth. ACTIVITIES: Prepare for Easter. Discuss reason for Easter celebration. Discuss Easter bunny, eggs, & baskets; plan to dye eggs. Blow some eggs and decorate an "egg tree". Make an Easter Menu. Have an egg hunt, etc.	





MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
<u>ACTIVITIES (Continued):</u>			
	Study Oklahoma history. Discuss "'89er Run", "Cherokee Strip", "Boomer", "Sooner", wagons, Indian Territory, sod house, etc.		
	Invite an elderly citizen to class to discuss life in early Oklahoma. Make a diorama of a sod house; make quilt out of student-made blocks; under close supervision make soap; and research meaning of symbols on State Flag. Discuss meaning of "marriage" of Indian maiden to early settler on statehood day. How old is this state? Bake a birthday cake complete with candles (actual birthday is not in spring...but big celebrations are.) Have a "Run" & stake a "claim" on the playground. Issue land deeds. Have a Pioneer Festival complete with songs/dances/foods/displays. Ask for parent assistance.		

FOLLOW THE LEADER

LESSON SIXTY-ONE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review games.

Pronunciation: Practice syllable stress as in "collecting".

New Lesson Procedures: Game Review.

1. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, from Extra-Curricular Activities.

Purpose: To reinforce classroom learning through class activities.

Materials Needed: Clue or directions written in English; or recorded on cassette.

Description: Divide into teams. Each team has the first clue written in English. For variation, the clues can be recorded on a cassette tape. The team must then decipher the clue. When they arrive at the correct location, they are given a similar clue. There are seven or eight clues in all, eventually ending up in the playground for a picnic/or games.

2. (Older students especially enjoy this game.) Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 11.

Purpose: To practice numbers and letters of the alphabet.

Materials Needed: None.

Description: The name of this game is RHYTHM. Each person has a number, word, or letter penned on themselves. Everyone in unison hits the desk with both hands (palms down), then claps once, then snaps fingers of the right hand, then snaps fingers of the left hand. Repeat continually. The speed can be varied. One student begins by saying his number or letter with the right snap and the number or letter of someone else on the left snap. That student then gives his number or letter and that of another person. When someone breaks the rhythm, the game starts over. The object is to keep going (which takes concentration).

3. Adapted from FOREIGN LANGUAGE GAME PLANS, SDE, 1981, p. 35.

Purpose: To reinforce grammar through student instruction.

Materials Needed: Duplicating master and machine, paper.

Description: A student creates an original game, worksheet, puzzle, etc., and writes it on a "ditto" master. The teacher runs off copies. The student explains the worksheet to the class, distributes it to the class, answers all questions, collects, grades, records, returns, and explains errors to the entire class. Students constantly compete to write the hardest, most helpful, creative worksheet, etc. Extra credit may be awarded on the basis of helpfulness of the lesson.

4. Continue plans for International activities. See Overview.
5. See Overview for Easter and Oklahoma history activities' suggestions.

FOLLOW THE LEADER

LESSON SIXTY-TWO

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "WHAT'S (S)HE DOING?" "(S)HE'S HELPING HIM/HER." "(S)HE'S TEARING IT/THAT."
 "(S)HE'S PASSING IT OUT." "(S)HE'S COLLECTING THEM."

Pronunciation: Practice pronunciation of words such as "subject" and "object". Assist in making the sounds of "b" and "j".

New Lesson Procedures:

Section I.

1. Instruct a child to jump. Ask: "WHAT'S (S)HE DOING?" Appropriate answer: "(S)HE'S JUMPING."
2. Substitute other activities such as helping someone pick up books from the floor; tearing a piece of paper; passing out some papers; collecting some papers.
3. Initiate a chain dialogue to practice the above structures.

Section II.

1. Purpose: Recognition of vocabulary.

Materials Needed: Two sets of teacher-made flash cards. One set contains pictures of objects. The second set contains vocabulary identifying the pictures. These cards could be drawn from the Lawton SPEAK materials organized earlier.

Description: One set of cards is distributed to the class and the other set is placed on the bulletin board for matching activities. This can be a competitive game or a learning center, depending upon need.

FOLLOW THE LEADER

LESSON SIXTY-THREE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

<u>Objectives:</u>	"WHAT CAN YOU OPEN?"	"I CAN OPEN THE BOX." (etc.)	"THE BOX IS CLOSED."
	"WHAT CAN YOU CLOSE?"	"I CAN CLOSE THE BOX." (etc.)	
	"WHO CAN CLOSE THE BOX?"	"I CAN CLOSE THE BOX." (etc.)	
	"CAN YOU CLOSE THE BOX?"	"YES, I CAN. NO, I CAN'T." (etc.)	
	"WHAT CAN YOU DO?"	"I CAN CLOSE THE BOX." (etc.)	

Pronunciation: Work on question intonation. "WHAT CAN YOU OPEN?" "CAN YOU CLOSE THE DOOR?"
Use the chalkboard to draw the structure as above, using arrows if you feel it is useful to your class. POINT out the question mark. Have each student make one or two on the chalkboard.

New Lesson Procedures:

Section I. Review:

1. Review: "WHAT'S (S)HE DOING?" "(S)HE'S HELPING HIM/HER." "(S)HE'S TEARING IT/THAT." (etc.)
2. Refer to Lesson Sixty-Two for detailed activities.
3. Initiate a chain dialogue.

Section II.

1. Give out 2-3 empty cereal boxes that you have closed. Ask: "WHAT CAN YOU OPEN? or WHAT CAN YOU DO?" Prompt for answer: "I CAN OPEN THE/THIS BOX."
2. Repeat until all have completed this activity.
3. Initiate a chain dialogue.

Section III.

1. Give out 2-3 empty cereal boxes that are open. Ask: "WHAT CAN YOU CLOSE OR DO?" Prompt for answer: "I CAN CLOSE THE/THIS BOX."
2. Repeat until all have completed this activity.
3. Initiate a chain dialogue.

Section IV.

1. Give out empty cereal boxes to each student. Some will be open, some will be closed. Ask first child with an open box: "CAN YOU CLOSE THE BOX?" Answer: "YES, I CAN. (CLOSE THE BOX)."
2. Ask a child with a closed box; "CAN YOU CLOSE THE BOX?" Answer: "NO, I CAN'T. (CLOSE THE BOX)."
3. Repeat until all children seem to understand the process. (You can't close something that's already closed and vice/versa.)
4. Initiate a chain dialogue, allowing the children to "trick" their friends sometimes by asking them if they can "OPEN" an already OPEN box to elicit negative answers. This can be fun and challenging to the children.

Section V.

1. Review the above activities (have one open box before you). Ask: "WHO CAN CLOSE THE BOX?" Answer: "I CAN. I CAN CLOSE THE BOX."
2. Ask the same question after student #1 closed the box. Ask: "CAN YOU CLOSE THE BOX?" Answer: "NO, I CAN'T CLOSE THE BOX." Prompt: "THE BOX IS CLOSED."
3. Review with each student, allowing some to be the "teacher" and ask the question.

FOLLOW THE LEADER

LESSON SIXTY-FOUR

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "HOW MANY EYES DOES STEVE HAVE?" "STEVEN HAS TWO EYES."
 "HOW MANY LEGS DOES THE DOG HAVE?" "THE DOG HAS FOUR LEGS."
 "DOES MARY HAVE FOUR LEGS?" "NO, SHE DOESN'T. SHE HAS TWO LEGS."

(Note: This is an excellent way to play the game introduced earlier where students are asked to follow directions and draw "silly pictures". Ex.: Draw a man with two heads. In one head make one eye. In the other head, make three eyes...etc. Kids love the hilarity and it's a real learning experience.)

Pronunciation: Practice the final "d" sound heard in "closed".

New Lesson Procedures:

Section I.

1. Review: "WHAT CAN YOU OPEN?" "I CAN OPEN THE BOX."
 "WHAT CAN YOU CLOSE?": "I CAN CLOSE THE BOX."
 "WHO CAN CLOSE THE BOX?" "I CAN CLOSE THE BOX."
 "CAN YOU CLOSE THE BOX?" "YES, I CAN. NO, I CAN'T."
 "WHAT CAN YOU DO?" "I CAN CLOSE THE BOX."
2. Use cereal boxes and initiate chain dialogues where appropriate.
3. Refer to Lesson Sixty-three for detailed activities.

Section II.

1. Point to child and ask class: "HOW MANY EYES DOES STEVE HAVE?" Prompt for answer: "STEVE HAS TWO EYES."
2. Continue with legs, arms, etc. Use pictures of animals to extend the activity.
3. Initiate a chain dialogue.

Section III.

1. Ask: "DOES MARY HAVE FOUR LEGS?" Answer: "NO, SHE DOESN'T. SHE HAS TWO LEGS." etc.
2. Continue with eyes, etc. Use pictures of animals to extend the activity.
3. Initiate a chain dialogue.

FOLLOW THE LEADER

LESSON SIXTY-FIVE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: John is going on a trip. "HOW MUCH MONEY DO YOU NEED FOR THE TRIP, JOHN?"
"I NEED \$50.00 FOR THE TRIP." Ask John how much money he needs for the trip. "JOHN, HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"

Pronunciation: Practice the pronunciation of the blending of the two syllables in "after".
Use mirrors and tape recorders or language masters.

New Lesson Procedures:

Section I. Review.

1. Review: "HOW MANY EYES DOES STEVEN HAVE?" "STEVEN HAS TWO EYES."
 "HOW MANY LEGS DOES THE DOG HAVE?" "THE DOG HAS FOUR LEGS."
 "DOES MARY HAVE FOUR LEGS?" "NO, SHE DOESN'T. SHE HAS TWO LEGS."
2. Use children and pictures to carry out this review.
3. Refer to Lesson Sixty-four for detailed activities.

Section II:

1. Call a student up. Have a suitcase ready with play money on the table (\$50.00). Have a travel poster or other picture of some exotic place. Explain that John is going to "take a trip" tomorrow. Use the calendar and discuss concept of "tomorrow". Review the "White Glove" game..."IF TODAY IS WEDNESDAY. WHAT IS TOMORROW?" Explain that this trip is not something he's doing TODAY. It is something he IS GOING TO DO TOMORROW. This is an important concept. Students must begin to understand future tense.
2. Say: "JOHN IS GOING ON A TRIP." Class repeat.
3. Repeat this 2-3 times.
4. Initiate a chain dialogue: "WHAT IS JOHN GOING TO DO?" "JOHN IS GOING ON A TRIP."

Section III.

1. Hold up the play money totalling \$50.00. Ask: "DOES JOHN NEED MONEY TO GO ON A TRIP?" Answer: "YES, JOHN NEEDS MONEY TO GO ON A TRIP."
2. Repeat 2-3 times.
3. Initiate a chain dialogue using the above structure.

Section IV.

1. Ask John: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP, JOHN? Answers: "I NEED \$50.00 FOR THE TRIP."
2. Repeat. Allow each student to ask John the question. Permit other students to be the traveler and be asked the question.
3. Continue until all children get to be the traveler.

Section V.

1. This is a difficult process. Ask Student #1 to: "ASK JOHN HOW MUCH MONEY HE NEEDS FOR THE TRIP." Prompt for this answer: "JOHN, HOW MUCH MONEY DO YOU NEED FOR THE TRIP." Make sure John answers: "I NEED \$50.00 FOR THE TRIP."

2. Continue this activity until all children have been prompted at least once to make the correct response.
3. Initiate a chain dialogue. Pretend that each student is the traveler.
 Example: Teacher to Student #1: "ASK JOHN HOW MUCH MONEY HE NEEDS FOR THE TRIP."
 Student #1 turns to John on his right and asks: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
 Student #2 "John" answers: "I NEED \$50.00 FOR THE TRIP."
 Student #1 says: "ASK MARY HOW MUCH MONEY SHE NEEDS FOR THE TRIP."
 Student #2 then turns to Student #3 and asks: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
 (etc.)
 Continue the dialogue until the last student asks you: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?" "I NEED \$50.00 FOR THE TRIP."
 Last student: "ASK ... (Student #1) HOW MUCH MONEY (S)HE NEEDS FOR THE TRIP?"
 Teacher asks #1: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
 #1: "I NEED \$50.00 FOR THE TRIP."
 Thus, making a full cycle of the dialogue.

FOLLOW THE LEADER

LESSON SIXTY-SIX

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "DID SUE CLAP HER HANDS?" "YES, (S)HE DID." "NO, (S)HE DIDN'T." "DID I OPEN THE WINDOW?" "YES, YOU DID." "NO, YOU DIDN'T. YOU CLOSED THE DOOR."

Pronunciation: Practice the initial sound of "cl" in "clap" and "clay". Compare that sound to "pl" in "play".

New Lesson Procedures:

Section I.

1. Review: "JOHN IS GOING ON A TRIP." "HOW MUCH MONEY DO YOU NEED FOR THE TRIP, JOHN?"
 "I NEED \$50.00 FOR THE TRIP." "ASK JOHN HOW MUCH MONEY HE NEEDS FOR THE TRIP." "JOHN,
 HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
2. See Lesson Sixty-five for detailed activities for this review.

Section II.

1. Review: CLAP CLAPPING CLAPPED
"I CAN CLAP." (demonstrate) "I AM CLAPPING" (demonstrate) "I CLAPPED."
2. Have students repeat this review several times. Use other words (run, hop, jump, etc.)
3. Initiate a chain dialogue.
 - a. "WHAT CAN YOU DO?" "I CAN CLAP."
 - b. "WHAT ARE YOU DOING?" "I AM HOPPING."
 - c. "WHAT DID YOU DO?" "I RAN."

Section III.

1. Have Sue come up and clap her hands. Ask: "DID SUE CLAP HER HANDS?" Answer: "YES, (S)HE DID."
2. Repeat with another student who doesn't do anything. Ask: "DID JOHN JUMP?" Answer: "NO, HE DIDN'T."
3. Walk to the door and close it. Ask: "DID I OPEN THE WINDOW." Answer: "NO, YOU DIDN'T, YOU CLOSED THE DOOR."
4. Continue until all students participate.

FOLLOW THE LEADER

LESSON SIXTY-SEVEN

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "LOOK AT MAY AND JUAN." "DID THEY PICK UP THE TRASH?" "YES, THEY DID."
"NO, THEY DIDN'T." "THEY CLEANED THE ERASERS."

Pronunciation: Practice the final "d" as in "cleaned". Practice the final "t" as in "clapped", "washed". Practice the final "ed" sound as in "needed".

New Lesson Procedures:

Section I. Review.

1. Review: "DID SUE CLAP HER HANDS?" "YES, (S)HE DID." "NO, (S)HE DIDN'T." "DID I OPEN THE WINDOW?" "NO, YOU DIDN'T, YOU CLOSED THE DOOR."
2. See Lesson Sixty-five for suggested activities to assist in this review.

Section II. 1. Assign two students to pick up the trash you have strewn in the lesson area and sit down. Say: "LOOK AT MAY AND JUAN." "WHAT DID THEY DO?" Prompt for: "THEY PICKED UP THE TRASH."

2. Review until all students understand the concept.

Section III.

1. Again assign two students to pick up trash and sit down. Say: "LOOK AT MAY AND JUAN." "DID THEY PICK UP THE TRASH?"

2. Initiate a chain dialogue.

Section IV.

1. Assign two students to clean an eraser and sit down.

2. Say: "LOOK AT MARIA AND THANH." "DID THEY PICK UP THE TRASH?" Prompt for: "NO, THEY DIDN'T." "THEY CLEANED THE ERASERS."

3. Initiate a chain dialogue.

Section V.

Continue these activities with other work/play activities to reinforce the simple past tense.

FOLLOW THE LEADER

LESSON SIXTY-EIGHT

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "DID WE DRINK JUICE?" "NO, WE DIDN'T, WE DRANK MILK." "DID SUE MOP THE FLOOR?" "YES, SHE DID." "SHE MOPPED THE FLOOR." "WHAT DID JOHN (YOU/(S)HE/THEY) DO?" "I WASHED MY HANDS." (etc.)

Pronunciation: Continue practicing the final "d" as in "cleaned"; the final "t" as in "clapped"; and the final "ed" sound as in "needed".

New Lesson Procedures:

Section I.

1. Review: "LOOK AT MAY AND JUAN." "DID THEY PICK UP THE TRASH?" "YES, THEY DID." "NO, THEY DIDN'T." "THEY CLEANED THE ERASER." (etc.)

2. See Lesson Sixty-seven for detailed suggestions for review activities.

Section II.

1. Give everyone a drink of Tang and ask: "DID WE DRINK JUICE?" Answer: "'YES, WE DRANK JUICE." (Prompt if necessary.)
2. Give everyone a drink of milk and ask: "DID WE DRINK JUICE?" Answer: "NO, WE DRANK MILK."
3. Give out empty cartons of milk and/or juice and initiate a chain dialogue.
4. Pretend to drink from your carton and ask: "DID I DRINK JUICE?" Answer: "NO, YOU DRANK MILK." or "YES, YOU DRANK JUICE."

Section III.

1. Have child pretend to mop or sweep the floor. Ask: "DID (S)HE MOP THE FLOOR?" Answer: "YES, SHE MOPPED THE FLOOR." or "NO, (S)HE DIDN'T. SHE SWEEPED THE FLOOR." Note: Help with pronunciation of "Swept". Students will want to say "Sweeped".
2. Have a child wash his/her hands and sit back in the group. Ask: "DID (S)HE WASH HIS/HER HANDS?" Answer: "YES, (S)HE DID."
3. Continue with other word/play activities.
4. Using pictures or realia, initiate a chain dialogue.

FOLLOW THE LEADER

LESSON SIXTY-NINE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: Review

Pronunciation: "e" as in "bread"; "a" as in "bad".

Review Procedures:

Section I.

1. Instruct a child to jump. Ask: "WHAT'S (S)HE DOING?" Answer: "(S)HE'S JUMPING."
2. Continue the review with TEARING, PASSING IT OUT, COLLECTING THEM. Initiate chain dialogue.
3. See Lesson Sixty-two for further suggestions.

Section II.

1. Give out 2-3 cereal boxes that you have closed. Ask: "WHAT CAN YOU OPEN?" Answer: "I CAN OPEN THE BOX." Ask: "WHAT CAN YOU DO?" Answer: "I CAN OPEN THE BOX."
2. Give out 2-3 empty cereal boxes that are open. Ask: "WHAT CAN YOU CLOSE?" Answer: "I CAN CLOSE THE BOX." Ask: "WHAT CAN YOU DO?" Answer: "I CAN CLOSE THE BOX."
3. Now that all cereal boxes are distributed (some open and some closed), initiate a chain dialogue. Say: "WHO CAN CLOSE/OPEN THE BOX?" Answer: "I CAN CLOSE/OPEN THE BOX." See Lesson Sixty-three for further suggestions.

Section III.

1. Ask: "HOW MANY EYES DOES STEVE HAVE?" Answer: "STEVEN HAS TWO EYES."
2. Show a picture and ask: "HOW MANY LEGS DOES THE DOG HAVE?" Answer: "THE DOG HAS FOUR LEGS."
3. Ask: "DOES MARY HAVE FOUR LEGS?" Answer: "NO, SHE DOESN'T. SHE HAS TWO LEGS."
4. Initiate a chain dialogue using either the picture or a child. See Lesson Sixty-four for further suggestions.

Section IV.

1. Say: "JOHN IS GOING ON A TRIP." "WHAT IS JOHN GOING TO DO?" Answer: "JOHN IS GOING ON A TRIP."
2. Ask: "DOES JOHN NEED MONEY TO GO ON A TRIP?" Answer: "YES, JOHN NEEDS MONEY TO GO ON A TRIP."
3. Initiate a chain dialogue:
Teacher to Student #1: "JOHN IS GOING ON A TRIP." "DOES JOHN NEED MONEY TO GO ON A TRIP."
Stu. #1 to Stu. #2: "JOHN IS GOING ON A TRIP." DOES JOHN NEED MONEY TO GO ON A TRIP."
And so forth: See Lesson Sixty-five for further suggestions.

Section V.

1. Review: "ASK JOHN HOW MUCH MONEY HE NEEDS FOR THE TRIP."
2. Student #1 to #2: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
Student #2 to #1: "I NEED \$50.00 FOR THE TRIP."
Student #1 to #2: "ASK MARIA HOW MUCH MONEY SHE NEEDS FOR THE TRIP."
Student #2 to #3: "HOW MUCH MONEY DO YOU NEED FOR THE TRIP?"
And so forth: See Lesson Sixty-five for further suggestions.

Section VI.

1. Review: "I CAN CLAP." "I AM CLAPPING." "I CLAPPED."
2. Initiate a chain dialogue.
 - a. "WHAT CAN YOU DO?" b. "WHAT ARE YOU DOING?" c. "WHAT DID YOU DO?"
 - "I CAN CLAP." "I AM HOPPING." "I RAN."
3. Ask: "DID SUE CLAP HER HANDS?" Answer: "YES, (S)HE DID." "NO, (S)HE DIDN'T." "(S)HE JUMPED." Ask: "DID I OPEN THE WINDOW?" Answer: "NO, YOU DIDN'T." "YOU CLOSED THE DOOR."
4. See Lesson Sixty-six for further suggestions for review.

Section VII.

1. Review: "LOOK AT MAY AND JUAN." "DID THEY PICK UP THE TRASH?" Answer: "YES, THEY DID." or "NO, THEY DIDN'T." "THEY CLEANED THE ERASERS."
2. Initiate a chain dialogue.
3. Refer to Lesson 67 for further suggestions for review.

Section VIII.

1. Initiate a chain dialogue using pictures and/or empty milk or juice cartons.
2. "DID YOU DRINK MILK?" or "DID YOU WASH YOUR HANDS?"
 "NO, I DIDN'T, I DRANK JUICE." "NO, I DIDN'T, I SWEEPED THE FLOOR."

FOLLOW THE LEADER

LESSON SEVENTY

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objective: Test

Pronunciation:

Initial Sounds

"pl" as in "play"
 "cl" as in "clay"

Medial Sounds

"e" as in "bread"
 "a" as in "bad"

Final Sounds

"d" in "closed"
 "t" in "clapped"
 "ed" in "needed"

Syllable Pronunciation

Individual "b" & "j" sounds
in "subject" & "object".
Individual "f" & "t" sounds
in "after".

Syllable Stress

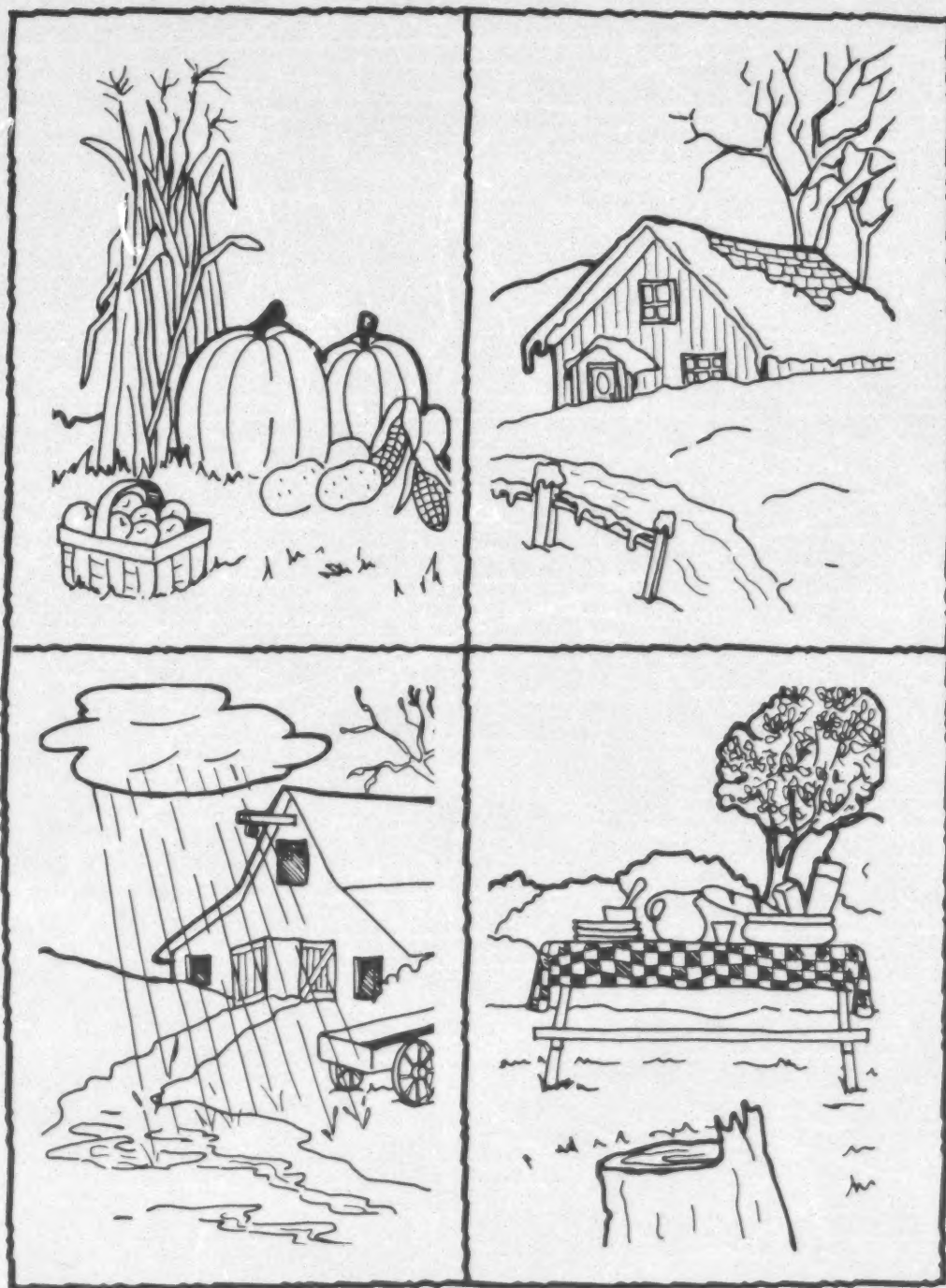
syllable stress as in
"collecting"

Question Intonation

"Can you close the door?"

Test Procedures:

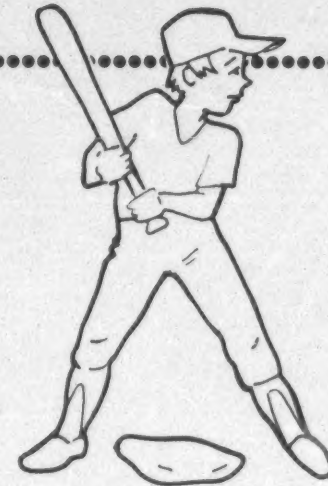
1. Using Lesson Sixty-nine, test students over April vocabulary and structures.
2. THERE ARE APPROXIMATELY 40 TEST ITEMS IN THIS ACTIVITY. MAKE YOUR SCORESHEET AS FOR PAST LESSONS. IF A STUDENT SCORES BELOW 34, REVIEW IS REQUIRED BEFORE PROGRESSING TO LESSON SEVENTY-ONE.



MAY

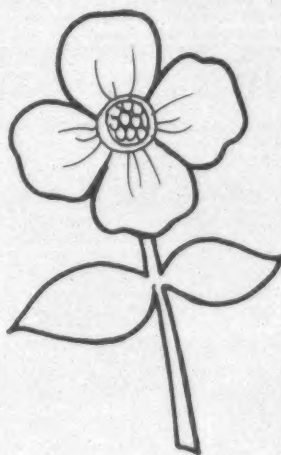
School is over,
Oh, what fun!
Lessons finished
Play begun.

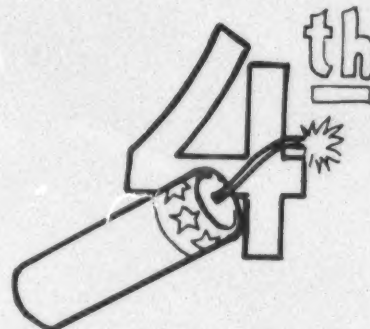
Kate Greenaway



1	2	3	4	5	6	7
8	9	10 Golda Meir's birthday (Israel)	11	12	13	14
15	16	17 Chinese labor helped complete Transcontinental Railroad, Utah, 1869	18	19	20	21 1948, State of Israel proclaimed
22	23	24 1954, Supreme Court declared racial segregation in schools unconstitutional	25	26	27	28
29	30					
John F. Kennedy, 1917-1963						

MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
MAY	Students have completed lesson 51-70 successfully and have completed the review and quiz.	PROJECTED INSTRUCTION TIME FOR LESSONS - TWO WEEKS **TWO WEEKS ALLOWED FOR POST-TESTING PROCEDURES.	Students will continue activities as listed in the April plan.
Complete			
Phase IV	They are ready to begin lessons 71-80	Complete plans for spring International Celebration. Carry out plans early in May (prior to Mother's Day, if possible). Suggestions: 1. <u>Food</u> provided by students/parents 2. <u>Entertainment</u> provided by students/parents etc. 3. <u>Displays</u> provided by teachers/students parents, etc. Also: See ideas utilized by Debra Flint's and Kathy Shore's selected articles section in Test Supplement. <u>Vocabulary:</u> Mother's Day (May) Memorial Day (May) Father's Day (June) Independence Day (July) Labor Day (September) Summer Vacation (June-Aug) Swimming Picnicking	Students will exhibit understanding of May language and ESL concepts through activities, participation in games, skits, creative writing assignments classroom discussions, quizzes, concrete activities, etc. Students will complete International Festivities successfully, using ESL concepts learned to date. Students will demonstrate knowledge of ability to follow directions by cooking recipes for International Festivities. Students will announce their own or parent's/guest's talent production clearly and proficiently in English for audience benefit.



MONTH	ENTRY CONDITIONS	TEACHING PROCEDURES	LEARNER OUTCOMES
<u>ACTIVITIES:</u> Research May and summer holidays and/ other special days. Conduct creative assignments and activities around the topics listed. Make joint Mother's/Father's Day gifts. A good idea would be a class-written poem for each parent which could then be translated into the home language for the parent. Flowers pressed in waxed paper make nice gifts for mothers and fathers both, especially if made with ribbon to create bookmarks. Also, student-made books, bound library-style are excellent gifts. For the last day of school have students created autograph books in library-style for life-long memories. Encourage native language quotes to their English-speaking friends which are translated into English. Most U.S. students treasure this forever. Writing names in a foreign language is also exotic. Book: <u>Are You My Mama?</u> P.D. Eastman (also available in Spanish.)	Camping Fireworks/firecrackers 4th of July Sleeping Bag <u>New English Structures:</u> "Are you going to close the door?" "Yes/No I'm (not) going to _____. "What are you/they going to do _____. " "We/they are going to _____. " "Is John going to get a drink?" "No, he isn't? He's going to sit down." "Where are you going to put the chair?" "I', going to put the chair beside the table." etc. "Where's Mary?" "She's here/over there." "Where was Mary?" "She's was here/over there." "were you by the window?" "Yes/No I was/wasn't." "Where was the cup?" "where were the cups." "I will take the ruler." What did I do?" "You took the ruler. "What did she do? (S)He took the ruler."	  Posttest all students last one-two weeks of school. Compute Quantitative Gain Scores. Revise IEP goal suggestions concerning possible ESL placement for next school year.	

FOLLOW THE LEADER

LESSON SEVENTY-ONE

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "ARE YOU GOING TO CLOSE THE DOOR?" "NO, I'M NOT GOING TO CLOSE THE DOOR."
 "WHAT ARE YOU GOING TO DO?" "I'M GOING TO WASH MY HANDS." (etc.)
 "IS JESUSA GOING TO GET A DRINK?" "NO, (S)HE ISN'T. SHE'S GOING TO SIT DOWN."

Pronunciation: No new activities, practice as needed.

New Lesson Procedures:Section I.

1. As a student starts for the sink, ask: "ARE YOU GOING TO CLOSE THE DOOR?"
 Prompt for: "NO, I'M NOT GOING TO CLOSE THE DOOR." "I'M GOING TO WASH MY HANDS."
2. Repeat the above structure with more than one student:
 "JOHN AND MARIO, ARE YOU GOING TO THE BATHROOM?"
 Prompt for: "NO, WE'RE NOT GOING TO THE BATHROOM. "WE'RE GOING TO THE PLAYGROUND."
3. Ask: "IS JESUSA GOING TO GET A DRINK?"
 Prompt for: "NO, SHE ISN'T. SHE'S GOING TO SIT DOWN."
4. Repeat as necessary.

Section II.

1. Complete plans for the International Festivities.
2. Implement the plan.
3. See Overview for suggestions.
4. Continue to implement LEA reading/writing activities.
5. Continue to increase the "word banks" and "dictionaries." Prepare these to be taken or given to parents at the International Festivities.

FOLLOW THE LEADER

LESSON SEVENTY-TWO

SUGGESTED ORAL ENGLISH LESSONS AND ACTIVITIES

Objectives: "WHERE ARE YOU GOING TO PUT THAT CHAIR, JOHN?"
"I'M GOING TO PUT THIS CHAIR UNDER THE TABLE."
"WHERE ARE YOU GOING TO PUT THAT BALL, JUDY?"
"I'M GOING TO PUT IT IN THE BOX."

New Lesson Procedure:

Section I. REVIEW

1. Review: "ARE YOU GOING TO CLOSE THE DOOR?"
Answer: "NO, I'M NOT GOING TO CLOSE THE DOOR."
"I'M GOING TO WASH MY HANDS." (etc.)
2. Review: "WHAT ARE YOU GIRLS/BOYS/CHILDREN/GOING TO DO?"
Answer: "WE'RE GOING TO _____."
3. Review: "IS JESUSA GOING TO GET A DRINK?"
"NO, (S)HE ISN'T. (S)HE'S GOING TO SIT DOWN." (etc.)

Section II.

1. Instruct a student to carry a chair toward his table.
Ask: "WHERE ARE YOU GOING TO PUT THAT CHAIR, JOHN?"
Prompt for: "I'M GOING TO PUT THIS CHAIR UNDER THE TABLE."
2. Repeat this with several children.
3. Instruct a student to carry a ball toward the storage box.
Ask: "WHERE ARE YOU GOING TO PUT THAT BALL, JUDY?"
Prompt for: "I'M GOING TO PUT IT IN THE BOX." (Prompt "it" . . . to practice pronoun substitution.)
4. Initiate a chain dialogue.

FOLLOW THE LEADER

LESSON SEVENTY-THREE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: "WHERE'S MARY?" "SHE'S HERE." "SHE'S OVER THERE."
 "WHERE WAS MARY?" "SHE WAS HERE." "SHE WAS OVER THERE."
 "WERE YOU BY THE WINDOW?" "YES, I WAS." "NO, I WASN'T."
 "I WAS UNDER THE TABLE." (etc.)
 "WHERE WERE THE CUPS?" "THE CUPS WERE ON THE TABLE."
 "WERE THE CUPS ON THE FLOOR." "NO, THEY WEREN'T." "YES, THEY WERE."

New Lesson Procedures:Section I - Review.

1. Review: "WHERE ARE YOU GOING TO PUT THAT CHAIR, JOHN?"
 Answer: "I'M GOING TO PUT THIS CHAIR UNDER THE TABLE."
2. Review: "WHERE ARE YOU GOING TO PUT THAT BALL, JUDY?"
 Answer: "I'M GOING TO PUT IT IN THE BOX."
3. Initiate a chain dialogue.
4. Refer to Lesson 72 for additional suggestions for review.

Section II.

1. Have "Mary" stand near you. Say: "WHERE'S MARY?"
 "SHE'S HERE."
 Instruct class to repeat.
2. Have "Mary" stand far from you. Say: "WHERE'S MARY?"
 "SHE'S OVER THERE."

Instruct class to repeat.

3. Initiate a chain dialogue with an object or person near and one far.

Section III. Have "Judy" stand "here" and "Mary" stand "over there."

1. Review the above activity and ask: "WHERE WAS MARY/JUDY?"
 Say: "SHE WAS HERE."
 Or: "SHE WAS OVER THERE."

Instruct class to repeat.

2. Initiate a chain dialogue.

Section IV.

1. Ask "Mary": "WERE YOU BY THE WINDOW?"
Prompt for: "YES, I WAS." or "NO, I WASN'T." "I WAS UNDER THE TABLE." (etc.)
2. Initiate a chain dialogue.

Section V.

1. Repeat step #1 above using objects (cups, etc.)
2. Initiate a chain dialogue.

FOLLOW THE LEADER

LESSONS SEVENTY-FOUR

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

<u>Objectives:</u> "WHAT DID (S)HE DO?"	"(S)HE TOOK THE RULER."
"WHAT DID (S)HE GIVE ME?"	"(S)HE GAVE YOU A BOOK."
"WHAT DID YOU DO?"	"I GAVE YOU A PENCIL."
"WHAT DID YOU BRING ME?"	"I BROUGHT YOU AN ERASER."

New Lesson Procedure:

Section I - Review.

1. Review: "WHERE'S MARY?"
"SHE'S HERE."
"SHE'S OVER THERE."
2. Initiate a chain dialogue using actions and pictures.
3. Review: "WHERE WAS MARY?"
"SHE WAS HERE."
"SHE WAS OVER THERE."
4. Initiate a chain dialogue using actions and pictures.
5. Refer to lesson 73 for additional suggestions for review.

Section II.

1. Instruct a student to do something (skip, pick up trash, etc.)
2. After (s)he sits down and ask: "WHAT DID (S) HE DO?"
Prompt for: "(S)HE SKIPPED." (etc.)
3. Repeat until all children respond (4-5 times).

Section III.

1. Instruct a student to take a ruler from your desk.
As the student does this, say: "(S)HE WILL TAKE THE RULER."
"(S)HE IS TAKING THE RULER."
2. After the student takes the ruler and sits in his/her seat, say: "(S)HE TOOK THE RULER."
3. Repeat the action and vocabulary 4-5 times.
4. Initiate a chain dialogue, using other items to reinforce the learning of this structure and vocabulary.

Section IV.

1. REVIEW "take", "taking", "took", steps 1-4, Section Three.
2. Ask student with the ruler to return it to you. Say: "GIVE ME THE RULER, PLEASE."
3. After the student completes the action, say: "YOU GAVE ME THE RULER."
4. Repeat this action with other objects in the room 4-5 times.
5. Initiate a chain dialogue.

Section V.

1. REVIEW "take", "taking", "took", steps 1-4 Section Three.
2. REVIEW "give" and "gave", steps 1-5, Section Four.
3. Continue new instructional process as follows:
After a student gives you the ruler ask: "WHAT DID YOU DO?"
4. Repeat this action with other object in the room 4-5 times
5. Initiate a chain dialogue as follows:

Teacher: "ANN, GIVE ME THE PENCIL, PLEASE."

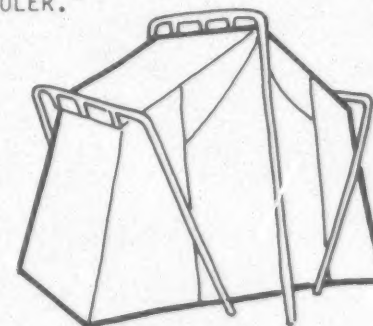
(Ann, gives pencil.)

Teacher to Student number 1: (not ANN): "WHAT DID (S)HE GIVE ME?"

#1: "(S)HE GAVE YOU THE/A PENCIL."

Teacher to Ann: "WHAT DID YOU DO?"

Ann: "I GAVE YOU THE/A PENCIL."



Section VI.

1. REVIEW "take", "taking", and "took" steps 1-4 Section III.
2. REVIEW "give" and "gave", steps 1-5, Section IV and steps 1-5, Section V.
3. Ask a student to bring you a book (etc). as follows: "MARY, BRING ME A BOOK, PLEASE."
"WHAT DID YOU BRING ME?"
Prompt Response: "I BROUGHT YOU A BOOK" (etc.)
4. Repeat this action with other objects in the room.
5. Initiate a chain dialogue.

Section VII.

1. REVIEW "take", "taking", and "took" steps 1-4 Section III.
2. REVIEW "give" and "gave", steps 1-5, Section IV and steps 1-5, Section V.
3. REVIEW "bring" and "brought", Steps 1-5, Section VI.

Section VIII:

Check May overview for May activities.

FOLLOW THE LEADER

LESSONS SEVENTY-FIVE - SEVENTY-NINE

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: REVIEW MAY LESSONS THOROUGHLY

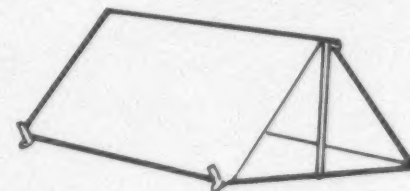
LESSON 75

1. REVIEW: "ARE YOU GOING TO CLOSE THE DOOR?"
"NO, I'M NOT GOING TO CLOSE THE DOOR."
"I'M GOING TO WASH MY HANDS." (etc.)
"WHAT ARE YOU GOING TO DO?"
"I'M/WE'RE GOING TO _____."
"IS JESUSA GOING TO GET A DRINK?"
"NO, (S)HE ISN'T. SHE'S GOING TO SIT DOWN."
2. Use chain dialogue to assist in review.
3. Refer to Lesson 71 for additional suggestions for review.



LESSON 76

1. REVIEW: "WHERE ARE YOU GOING TO PUT THAT CHAIR, JOHN?"
 "I'M GOING TO PUT THIS CHAIR UNDER THE TABLE."
 "WHERE ARE YOU GOING TO PUT THAT BALL, JUDY?"
 "I'M GOING TO PUT IT IN THE BOX."
2. Use chain dialogue to assist in the review.
3. Refer to Lesson 72 for additional suggestions for review.



LESSON 77

1. REVIEW: "WHERE'S MARY?" "WHERE WERE THE CUPS?"
 "SHE'S HERE." "THE CUPS WERE ON THE TABLE."
 "SHE'S OVER THERE."
 "WHERE WAS MARY?" "WERE THE CUPS ON THE TABLE."
 "SHE WAS HERE." "NO, THEY WERN'T. THEY WERE ON THE FLOOR."
 "SHE WAS OVER THERE." "YES, THERE WERE."
2. Use chain dialogue to assist in the review.
3. Refer to Lesson 73 for additional suggestions for review.

LESSON 78

1. REVIEW: "WHAT DID (S)HE DO?" "WHAT DID (S)HE GIVE ME?"
 "(S)HE TOOK THE RULER." "(S)HE GAVE YOU A BOOK?"
 "WHAT DID YOU DO." "WHAT DID YOU BRING ME?"
 "I GAVE YOU A PENCIL." "I BROUGHT YOU AN ERASER."
2. Use chain dialogue to assist in the review.
3. Refer to Lesson 74 for additional suggestions for review.

LESSON 79

1. REVIEW any of the above structures that the children are unsure of.
2. Use chain dialogues, role playing, objects, etc. to assist in this review.
3. Use the following game to reinforce review of tenses: Adapted from FOREIGN LANGUAGE GAME PLAN SDE 1981.

Purpose: To learn verbs

Materials needed: Cube (prepared as directed)

Description: Prepare a cube (five inch sides) from cardboard and tape. Place the name of a verb tense on each side. Have the student "roll" the cube and write the tense which comes "up" on top of the chalkboard. A second cube could be prepared with subject pronouns on each side so that the students gives only the single form of the verb. (p. 34)

FOLLOW THE LEADER

LESSON EIGHTY

SUGGESTED ORAL ENGLISH LESSON AND ACTIVITIES

Objectives: TESTING CONTENT AND POSTTEST.

Test Procedures:

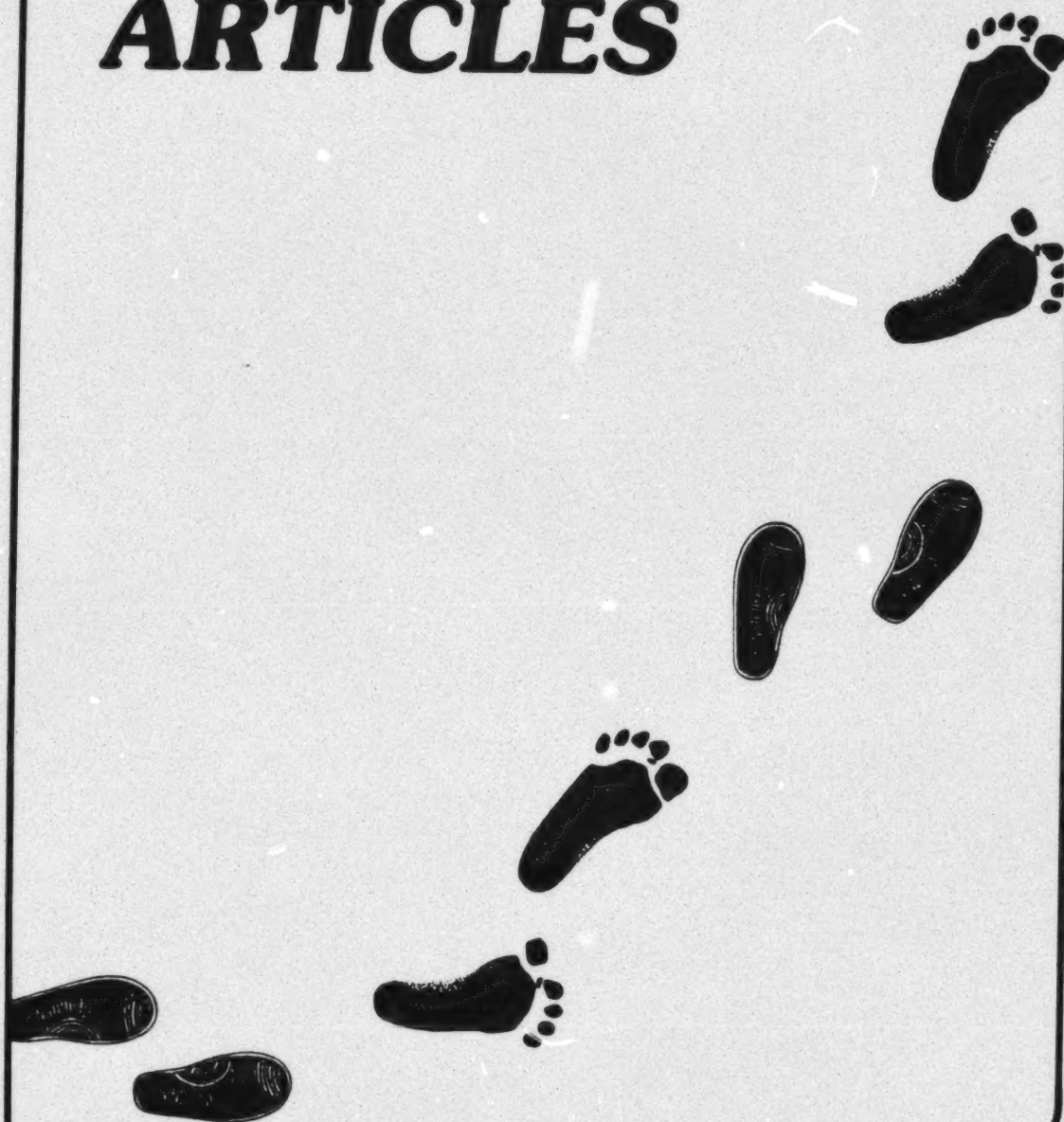
1. Using review lessons 75-79, construct a test to test students over May vocabulary and structures.
2. THERE ARE APPROXIMATELY 30 TEST ITEMS IN THIS ACTIVITY. MAKE YOUR SCORE SHEET AS FOR PAST LESSONS. IF A STUDENT SCORES BELOW 25, REVIEW IS NECESSARY.

USE THE LAST 2-3 WEEKS OF SCHOOL TO POSTTEST INDIVIDUAL STUDENTS USING THE FOLLOW THE LEADER TEST FROM THE FRONT OF THIS GUIDEBOOK. COMPARE THE PRETEST SCORES COMPUTED FROM RESULTS ON THIS SAME TEST WITH THESE STUDENTS IN THE FALL. COMPUTE QUANTITATIVE GAIN SCORE AND RECORD ON APPROPRIATE FORMS.

BE SURE TO CHECK MAY OVERVIEW FOR ADDITIONAL ACTIVITES.



SELECTED ARTICLES



LEARNING A SECOND LANGUAGE

1. Introduction. The fact that millions of people learn to communicate successfully in a second language can easily give one the mistaken impression that learning a second language is a rather easy task. In reality, as Jack Richards observes (1976:113), "the apparent simplicity of second language learning turns out to be deceptive on closer examination . . ." Learning a second language is an extremely difficult and complex activity, involving abstract mental processes and psychomotor skills. Anyone who has tried to learn a second language, after having effortlessly mastered the native language, knows all too well the difficulties involved in mastering a new language. Although not everything is known as yet about how a second language is learned, a great deal of information is now available, thanks to the extensive research in second language learning conducted by, among others, linguists and psychologists.

The purpose of this article is to familiarize the elementary school teacher with the basic aspects of second language learning and to point out their implications in teaching a second language. After some preliminary remarks on what it means to know a language, the article focuses on what is currently known about the biological, linguistic, and psychological aspects of second language learning. The assumption made here is that the more a second language teacher knows about how a second language is learned, the better prepared (s)he will be to teach it effectively.

2. Preliminary remarks. Whatever the reasons for learning a language and in whatever manner it is learned, we need to be clear at the outset as to what we mean by learning a second language. Jane Torrey (1971) puts it this way: "The goals of all language learning include the ability to produce original sentences that conform to the rules of the language, to express one's own meanings in the sentences, and by the same rules to understand other people's utterances in the language." Language learning, then, is not just a matter of memorizing a large vocabulary or repeating someone else's sentences but acquiring

the ability to generate one's own sentences and to understand sentences never heard before. As far as native language acquisition is concerned, children acquire the ability described above by the time they are ready to enroll in kindergarten. They apparently have an amazing ability to acquire any language present in their environment; in fact, children cannot help but learn to speak the language they hear and need to use.

3. Age and second language learning. Second language teachers who have worked with children almost unanimously agree that children are better at learning a second language than adults. These teachers will find considerable support for their belief in the research studies of Eric Lenneberg (1967). Lenneberg proposed that there is, biologically speaking, a "critical period" for learning a language that begins around the age of two and continues through puberty. During that period, Lenneberg claimed, the brain has adaptability and is better able to "carry out the complex integration and sub-processes necessary for the smooth elaboration of speech and language" (p. 158). After puberty, however, the brain loses, as it were, the plasticity it once had for language acquisition. Lenneberg, therefore suggested that the best time to learn a language was during the critical period.

Although subsequent research evidence has not conclusively proved the alleged superiority of children over adults in second language learning, informal observations suggest that children clearly learn certain aspects of a second language better than adults do. Children are apparently able to imitate second language speech sounds better than adults, and research studies have shown that while adult learners retain their accent practically all their lives, children who learn a second language during the early part of "the critical period" tend to acquire almost accentless speech in the second language.

In addition, children seem to attack second language learning in ways that are quite different from those of adults. Because they are not self-conscious, children participate more actively in learning the second language without the fear of losing face. They are good imitators of new language sounds and are not afraid to make mistakes. They

do not waste time wondering or arguing about the seeming lack of logic of the second language nor do they worry about its practical usefulness (or the lack thereof) later on. The learner's age, then, is an important factor in second language acquisition--one that a teacher can exploit to his/her advantage.

4. Interference from native language. Psychologists tell us that the learning of something new does not occur independently of what has been learned before; rather, previous learning interacts with new learning and either facilitates or inhibits it. This is what is known as "transfer". The implication of the "transfer" of training is simply that the sounds and structures of the native language which are similar to those of the second language will facilitate learning while those that are dissimilar will cause interference and, in turn, will necessitate special instruction. Thus, for example, a Spanish-speaking child will not immediately notice (and, therefore, not produce) the distinction between seen and sin or between the initial sounds of shoes and choose because his native language does train him to make that distinction. Similarly, a speaker of Vietnamese will have considerable difficulty in pronouncing words like ask, fast, and sixth because his native language does not have any consonant clusters.

The occurrence of the non-native forms mentioned above are examples of negative transfer or interference from the learner's native language. The learner almost inevitably falls back on the sounds and syntactic patterns of his own language and applies them to the language he is learning. This strategy, however, is counter-productive because the differential rules of the two languages will lead him to produce utterances which would be considered "deviant", "ill-formed", or "non-native-like" in terms of the rules of the target language. Naturally, the difficulties of children learning a second language say English, will differ from one group to another, depending upon the native languages of children and the extent to which their languages are structurally or phonologically different from English.

The problems caused by native language interference are a normal part of learning a second language and are predictable. A comparative

analysis of the two languages makes it possible to predict some of the difficulties a second language learner will have. In turn, the teacher can then develop or use suitable teaching materials to help his students master the "trouble spots" and, later, prepare tests to check if the students have, indeed, overcome the interference problems.

5. Learner strategies. An analysis of the errors made by learners would indicate that not all errors are the result of native language interference. In recent years, applied linguists have insisted that instead of paying constant attention to the interference problems caused by the learner's native language, one should consider the overall performance of the second language learner. They believe that when a learner is faced with the task of mastering a new language, he adopts certain strategies, both conscious and unconscious, in expressing his meaning in the new language. In fact, the learner's use of the native language rules to construct sentences in the second language is itself a learning strategy.

A major thesis underlying recent research studies in second language acquisition is that the learner's "erroneous" utterances in the second language are a normal part of second language learning and that they are indicative of the state of his linguistic development in the language at a given point in time. The learner errors are no longer considered by second language researchers to be undesirable side-effects that need to be somehow eliminated but rather as evidence of the learning strategies used by the learner. A whole new field of investigation called "error analysis" (the systematic study of errors made by second language learners) has emerged in hopes of finding out how second languages are learned.

Researchers now believe that the second language learner probably employs the same strategies in learning the target language as does a child in acquiring the first language.

Both first and second language learners begin to express their meanings through an interlanguage, which is an approximation of the adult or native speaker model and which contains many omissions, overgeneralizations, and errors in grammar, pronunciation, and vocabulary. (Chamot, 1981)

Thus, when a child learning English as a second language produces forms like "catched" or "teeths", one can say that (s)he is simply over-generalizing the rules of English (s)he already knows. Although native-English-speaking children also make "developmental goofs" of the kind mentioned above, a majority of errors made by second language learners are unlike those made by English-speaking-children.

6. Motivation and attitudes. Finally, psychological motivation and attitudes have a significant bearing on how well a second language learner acquires a second language. Psychologists speak of two major types of motivation that influence second language learning: the "instrumental", in which the learner's primary interest is to learn the second language for strictly utilitarian purposes, that is, as simply a means to accomplish a stated goal (e.g., to satisfy a language requirement), and the "integrative", in which the learner wishes to associate and actively communicate with the native speakers of the target language. Studies conducted by Lambert and Gardner (1972) have revealed that of the two types, integrative motivation appears to exert a more powerful and sustained influence on second language learning. The integratively motivated second language learner views the target language as a means to "integrate" into the community of target language speakers, and this desire on his/her part apparently leads to a rapid acquisition of the second language.

In addition to motivation, certain attitudinal variables play an important role in second language learning (Gardner et al., 1974). If the learner's community views the speakers of the target language and their culture positively or favorably, the learner is likely to be strongly motivated to learn the target language. On the contrary, negative stereotypes of the target language community or culture will hinder the learning of the second language. Attitudes of parents to second language learning and to the native speakers of the target language also play an important part in second language learning. Parents who actively support and monitor their children's efforts in learning a second language and who communicate positive attitudes towards the speakers of the target language tend to enhance second language

acquisition. On the other hand, when parents communicate a negative attitude to second language learning or towards the people who speak that language, they hinder their children's learning of a second language. Success in learning a second language is also affected by the teacher's attitude to the students, the degree of encouragement (s)he provides, and the classroom atmosphere (s)he maintains. If these teacher variables are favorable or positive, second language learning will be enhanced; if they are not, it will be inhibited.

7. Pedagogical implications. Each of the three aspects of second language learning discussed above--biological, linguistic, and psychological--has important implications for the teacher of English as a second language. First of all, if evidence suggests that children learn a second language more easily and relatively more rapidly at an early age, the teaching of English as a second language should begin as early as possible (even if the child is studying part of his/her subjects matter in his/her own language). The teacher should also bear in mind that children learning a second language will respond well to the teaching strategies that work with children in general such as games, songs, and individualized activities.

Secondly, since native language interference and the occurrence of errors are a normal part of second language acquisition, the teacher should view these phenomena as indicators of the students' strategies for learning the second language. Also, even a limited knowledge of the children's native languages will assist the teacher in analyzing the errors of students that result from the differences between English and the native language. The teacher should also be aware of the developmental or transitional state of the learner's second-language system and use it to examine what the child already knows about the target language and what (s)he still needs to learn.

Finally, because second language acquisition is significantly affected by psychological motivation and attitudinal variables, the teacher of English should try to create a classroom atmosphere in which non-English-speaking children experience little or no anxiety but feel relaxed and wanted. As Chamot (1981:3) observes,

Children can develop positive feelings about native English speakers only if those speakers are concerned, caring individuals to whom limited-English-proficient children can relate personally. Teachers should not only examine their own attitudes, but also strive to establish attitudes of acceptance, appreciation, and esteem in their native-English-speaking students.

To sum up, the learning of a second language, unlike the unconscious and inevitable acquisition of the first, is a complex and mysterious process which is influenced by a number of variables. Fortunately, recent research has helped us understand at least part of the process, and this article has attempted to make the teacher of English as a second language aware of the latest research findings to enable him/her to incorporate that knowledge in teaching English to children for whom it is a second language.

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THE BILINGUAL STUDENT AND THE ENGLISH ALPHABET

The non-English-speaking child in the classroom faces an almost insurmountable task as (s)he encounters, what is to him/her, a bewildering variety of spellings in English words. Let us take a Spanish-speaking student who has already had some schooling before coming to the States. The alphabet system for Spanish follows a set of spelling rules in which one symbol stands for one and only one sound in that language. There are some well known and consistent exceptions, e.g., in Mexican Spanish the "b" and "v" sound alike but use two symbols. Yet for the most part, any sound in Spanish is represented by one and only one alphabet symbol, irrespective of where in the word that letter occurs.

Now the child begins to encounter the English alphabet with its own spelling rules for words, rules which do not act at all like those of Spanish. The English rules for spelling express an historical perspective, a process of military and social conquest reflected in the way English words are represented in spelling. Words and groups of words came into the English language at different times in the history of English-speaking peoples; such words tend to retain the spelling appropriate to that era, or to the source language from which they make their entrance into English.

Should the student attempt to learn English spelling by the "recognition" procedure, then (s)he tends to overlook any rhyme or reason to English spelling. On the other hand, should the student receive instruction in the "phonic" approach to English spelling, then (s)he will begin to see the rules that apply, that hold all through English spelling. And, likewise, (s)he will begin to experience the frustration of spelling the same sound with many different symbols and the frustration of having many different sounds represented by one and only one symbol.

Let us review here. The ideal alphabet would be that which has one alphabet letter for one sound, with no exceptions. Wherever and whenever that particular sound would occur in the language, the same letter would represent it. But the English language permits the same

sound to be represented by several different symbols, and permits many different sounds to be represented by one and same symbol. Chart A shows a partial summary of English alphabet letters with the variety of sounds they can represent. The column "English Alphabet Symbol" shows in single quotes the letter of the English alphabet. The column "Phoneme" shows the actual sound as it is articulated in the mouth, with its unchanging phonetic representation, enclosed in slashes. The column "Illustrative Word" shows the variety of English spellings that represent the actual phoneme, or phonetic sound in English.

CHART A

English Alphabet Symbol	Phoneme	Illustrative Word	English Alphabet Symbol	Phoneme	Illustrative Word
'a'	/a/	father, bar	'e'	/e/	met, best
	/æ/	mat, can		/ə/	father, none
	/e/	base, mate	'ea'	/i/	meat, season
	/ɛ/	any, says, many		/i/	beet, sheep
	/ə/	above, palace	'ei'	/e/	reign, feign
'ai'	/ə/	bait, gait		/a/	feisty
	/ɛ/	said	'ey'	/i/	key
'au'	/æ/	laugh		/e/	they
	/ɔ/	auger	'f'	/f/	fat, beef
'augh'	/aʊ/	bough		/f/	baffle, raffle
	/ɔ/	daughter, naughty	'g'	/g/	go, get, bag
'aw'	/ɔ/	caw, awful		/ʃ/	rage, huge, large
'ay'	/ə/	hay, say	'gg'	/g/	boggle
'b'	/b/	bat, cob, cable	'gh'	/g/	ghost, ghee
'bb'	/b/	tabby, Bobby		/f/	cough, rough
'c'	/k/	can, scan, accede		/k/	hough
	/s/	lance, lace, Cyprus	'gn'	/ɒ/	high, ought, bough
'ch'	/tʃ/	chess, bunch		/n/	gnat, gnome, reign
	/k/	ache, psychology	'h'	/h/	hat, house
'ck'	/k/	tack, cracker		/t/	huge
'd'	/d/	dot, bad	'i'	/ay/	ice, pint, high
'dd'	/d/	paddle, muddle		/ɪ/	pupil
'dg'	/ʒ/	edge, fudge	'ie'	/i/	brief, thief
'dj'	/ʒ/	adjutant, adjust	'j'	/j/	jam, jack
			'k'	/k/	key, kink

English Alphabet Symbol	Phoneme	Illustrative Word	English Alphabet Symbol	Phoneme	Illustrative Word
'l'	/l/	lab, lot, palace	'ps'	/s/	psychology
'll'	/l/	pill, killer, sill	'qu'	/k ^w /	quit, quote
'm'	/m/	map, cam, camp	'r'	/r/	rat, tar, bark
'mb'	/m/	lamb, bomb, climb	'rh'	/r/	rhyme, rhizome
'm'	/m/	map, cam, camp	'rr'	/r/	barrel, tarry
'mb'	/m/	lamb, bomb, climb	's'	/s/	sit, bus, absent
'mn'	/m/	hammer		/z/	absolve, dogs, pads
'n'	/n/	nap, tin, sinister		/z/	pleasure, measure
'nn'	/n/	spinner, tannin	'sh'	/s/	shop, push, mushy
'o'	/a/	cot, mop	'ss'	/s/	miss, pass
	/ə/	won, above	't'	/t/	tab, pot, stir
	/o/	bingo, tango	'tch'	/c/	sketch, patch
	/o ^u /	note, go, tote	'th'	/d/	this, the, bother
	/ɔ/	tot, otter		/θ/	this, path
	/u/	prove	'ti'	/s/	nation, ambition
'oa'	/o/	boat, toast	'tt'	/t/	patter, butter
'oe'	/o/	toe, doe	'u'	/ɔ/	but, put
	/u/	shoe		/u/	truth, rule
'oi'	/o ^y /	hoist, moist		/u/	bull, pull
'oo'	/u/	boot, shoot	'ui'	/ɫ/	built
'ou'	/a ^u /	shout, thou	'v'	/v/	vat
	/ə/	tough, rough	'w'	/w/	wane, won
	/ɔ/	cough, ought			(following a vowel 'w' usually represents a vocalic off-glide)
	/u/	group, youth	'wh'	/h/	who, whom
'ough'	/u/	through		/W/	what, when
	/ɔ/	thought, bought	'x'	/ks/	mix, Nixon
	/o/	though, although		/z/	xylophone, xenophobia
	/ɔf/	cough	'y'	/y/	yes, you, yet
	/a ^u /	bough		/a ^y /	psychology
	/ɔf/	hough		/ɫ/	physics
'ow'	/a ^u /	growl, towel, scowl			(following a vowel 'y' can represent a vocalic off-glide)
	/o ^u /	bow, bowl	'z'	/z/	zoo, haze
'oy'	/o ⁱ /	toy, boysenberry	'zz'	/z/	buzzer
'p'	/p/	pit, top, spit			
'ph'	/f/	phase, photo, phyla			
'pn'	/n/	pneumonia, pneumatic			
'pp'	/p/	pepper, dipper			

Now let us reverse the process. In the Chart B you find that the column "Phoneme" represents the unchanging phonetic value of that sound. And that symbol represents that sound in whatever language it be, anywhere on earth. The column "English Alphabet Symbol" shows the letter of the English alphabet in single quotes. And, finally, the column "Illustrative Word" shows the occurrence of that phoneme in a variety of English words, each with its own spelling.

CHART B

Phoneme	English Alphabet Symbol	Illustrative Word	Phoneme	English Alphabet Symbol	Illustrative Word
/a/	'a'	far, father	/g/	'g'	gill, wig
	'o'	box, pot, cot		'gg'	giggle, wiggle
/aʏ/	'i'	ice, high, pint		'gh'	ghost, ghetto
	'y'	my, by, spy	/h/	'h'	hat, house
	'ie'	lie, tied		'wh'	who, whom
/aʊ/	'ou'	shout, house	/iʏ/	'e'	he, she
	'ow'	growl, scowl		'ea'	east, meat, tea
/æ/	'a'	bat, map, hand		'ee'	bee, sleep, beet
	'au'	laugh		'eo'	people
/b/	'b'	bin, tab		'ey'	key
	'bb'	babble		'ie'	field
/c/	'ch'	church, chess	/ʊ/	'ie'	view
	'tch'	catch, patch, etch		'ew'	ewe
/d/	'd'	dog, pad	/l/	'l'	bit, fill
	'dd'	paddle		'u'	busy
/d/	'th'	then, brother		'ul'	built
/eʏ/	'a'	A	/ʃ/	'j'	jilt, jump
	'ai'	bait, aim, paid		'dg'	edge, judge
	'ay'	may, ray		'dj'	adjutant, adjust
	'ei'	reign, feign		'g'	huge
	'ey'	hey	/k/	'k'	kin, book, sketch
/c/	'a'	any, many		'c'	cat, elect, scan
	'ay'	says		'ch'	psychology
	'e'	bet, men, edge		'ck'	pack, quack
	'ea'	dead, instead		'qu'	quench, equate
/ə/	'a'	above, adapt	/l/	'l'	lot, palace, salt
	'e'	shovel, bevel		'le'	pole, mole
	'o'	none, won, shovel		'll'	ball, pill, mall
	'oo'	flood, blood	/m/	'm'	mat, stamp
	'ou'	tough, rough		'mb'	bomb, climb
	'u'	but, nub, mull		'mm'	simmer
/f/	'f'	fast, raft	/n/	'n'	nice, pin
	'ff'	tiff, baffle		'nn'	annoy, banner
	'gh'	tough, rough		'kn'	knife, knee
	'ph'	physics, phobia		'pn'	pneumonia
			/ŋ/	'ng'	sing, king

Phoneme	English Alphabet Symbol	Illustrative Word	Phoneme	English Alphabet Symbol	Illustrative Word
/o ^u /	'o'	go, note	/t/	't'	top, stop, mast
	'oa'	boat, oats		'tt'	bottle, battle
	'oe'	toe, doe	/θ/	'th'	thin, booth
	'ow'	now, bow			
	'ough'	though, although			
/oi/	'oi'	Boise	/u/	'u'	truth, rule
	'oy'	toy, boy		'o'	to, prove
/ɔ/				'oo'	broom, zoom
	'a'	all		'ou'	group, troupe
	'au'	fault, vault	/ʊ/	'u'	bull, pull
	'aw'	caw, paw		'oo'	book, took
/ɔɪ/	'ou'	cough, bought	/v/	'v'	vase, pave
	'oi'	noise		'w'	wear, wet
/p/	'p'	pit, top, spin	/w/	'wh'	where, what
	'pp'	tipping		'y'	you, yes
/r/	'r'	rat, tar, trap	/Y/	'h'	huge
/s/	's'	sit, spit	/z/	'z'	zoo, zebra
	'sc'	science		'zz'	buzz
	'ss'	miss, pass		's'	busy, toys, pads
	'c'	race, Cyprus			
	'ps'	psychology	/ʒ/	's'	pleasure, treasure
/ʒ/	'sh'	show, mushy			

As the English teacher for bilingual students becomes aware of the complexity of English spelling rules, (s)he then can begin to touch the frustration level for the bilingual students as they begin to assimilate a set of spelling rules appropriate to English, but different from those spelling rules native to the students' first language. A "phonic" approach to English spelling enables the student to focus on the actual sound being articulated in the mouth, while at the same time learning the various ways that particular sound can be represented by the English alphabet.

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LANGUAGE STRUCTURE AND THE FLOW OF SPEECH

A. Introduction

The social scientist in his/her attempt to understand the flow of reality around him/her builds for him/herself a variety of models which (s)he hopes will express the fullness and complexity of the subject matter to which (s)he devotes him/herself. Among the current models or theories of language popular in the U.S., one such model stands out as most useful to the teacher of bilingual children in the public schools. Such a model emphasizes two points: (1) the experience of language common to all people on the earth, irrespective of their particular language, and (2) the need to recognize the uniqueness and individuality of each language on earth, each language with its own unique set of rules which cover the sounds for that language, its grammar, and its own semantic structure. Let us first talk about #2, language as a unique set of rules which covers sounds, grammar and meaning. Then we will explore the experience of using language, of speaking, an experience common to all people on earth.

B. Language Structure

Language consists of three interlocking, interdependent, yet separate structures: (1) sound, (2) grammar, and (3) meaning. Each structure may be analyzed, studied, and described as though it were separate from the other two. The sound system of a language may be displayed as though there were no grammar in that language, much less a dictionary. Many of us have studied grammar books of English, without ever spending time thinking about the sounds which constitute the very grammatical forms under study. Again, when we use the dictionary to find that little-known word, we seldom consider those grammatical rules which dictate where in a sentence that particular word may or may not occur. These three aspects of language, sound, grammar, and meaning, are common to man--whatever language, whatever country, whatever century.

The social scientist may indeed study and view language from these three aspects. But the speaker of a language, in the midst of

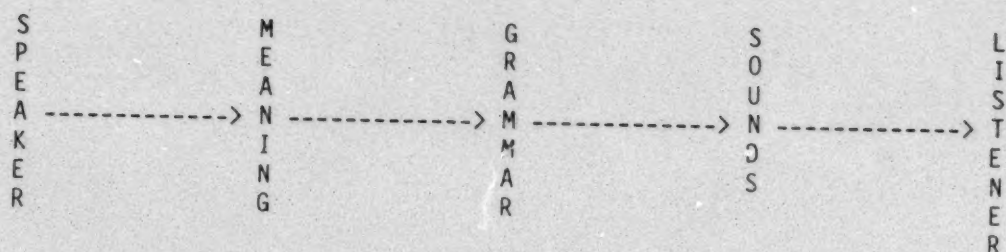
conversation, hardly takes time to analyze the phonetics of the sounds (s)he is articulating, nor the grammatical rules which flow so effortlessly, much less the semantic selections (s)he unwittingly makes--all this in the midst of his/her gestures, emotional flow, and facial expressions. Yet that flow of speech yields deeply and comfortably to linguistic analysis in terms of sound, grammar, and meaning.

The study of language sounds, "phonology", includes both the actual phonetic sounds articulated by a speaker of a language, as well as the rules which dictate what sounds occur in a word and in what order they occur. The grammar study covers all the rules which place words in a certain order in sentences, the different kinds of words, e.g., verbs, nouns which may occur, as well as the clustering of words into phrases, clauses, sentences, paragraphs, etc.

The study of meaning, or semantics, seeks to analyze the feature of meaning held in common by a group of words. Webster's Dictionary of Synonyms shows the reader sets of verbs or nouns, each of which has a common feature of meaning, yet each one in the set retaining its own distinctiveness. The context of the sentence and paragraph determines which particular word in a set would be used and which ones would be inappropriate. Let us pick out the word "fierce", page 343, Dictionary of Synonyms. Notice the list of synonyms: FIERCE, TRUCULENT, FEROCIOUS, BARBAROUS, SAVAGE, INHUMAN, CRUEL. Then the descriptive paragraph places each word in its proper context. All the words have at least one feature of meaning in common; yet each word has its distinctiveness. Semantic studies explore deeply such areas of meaning as transitivity, color, kinship, as well as very deep levels of meaning usually beyond the speaker of his/her language.

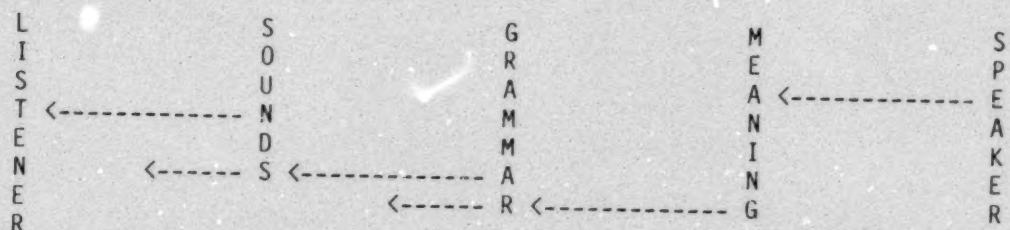
C. The Flow of Speech, The Experience of Language

Now let us take these three separate but interdependent structures within language and watch the actual flow of speech. First, let us consider what happens when the speaker of a language begins to articulate, to communicate.



Start at the left. The speaker touches the unstructured life of his/her mind or soul, lifts out of it the burden (s)he wishes to express. That message from him-/herself passes through the meaning structure of English, through the grammar of English, and emerges into sounds, but using only the sound system of English. When an American learns another language, e.g., Chinese, (s)he often attempts to grasp the grammar of Chinese without, at the same time, understanding the meaning structure, nor learning the sounds that are distinctive to Chinese. Then, to the Chinese, this American sounds "foreign". And foreign (s)he is since (s)he is trying to use English meaning categories and English sounds, while attempting to express Chinese grammar.

Now let us reverse the process by considering the viewpoint of the listener, when (s)he begins to pick up on the speech flow of a friend.



At first (s)he hears only unstructured noise. But as noise passes into the ear and is handled by the brain, the rules of English sounds channel that noise. The listener "hears" only English sounds; (s)he automatically filters all other noise. Those sounds and clusters of sounds (words) then yield to placement by grammar rules. Those grammar rules lie deep within the mind of the listener, far below the level of conscious control. Finally, the meaning or semantic categories distinctive to English allow the clusters of sounds, placed appropriately by grammar, to pass through into "understanding". Yet the speech flow appears to be a unified event, without pieces, without seams.

Suppose you are the listener. You hear sounds; your brain processes those sounds, imposes on them both grammar and meaning categories. Now let us suppose that you are the Chinese listener, but what you hear emerges from the American trying to speak Chinese. His/Her sounds reflect more English than Chinese structure; the grammar categories appear to be Chinese, but the meaning (s)he attempts to communicate results only in confusion. So you ask him/her to repeat him-/herself--very slowly.

Now consider the bilingual student who sits before you. (S)He has his/her own set of sound, grammar, and meaning structures, taught to him/her by his/her parents. (S)He hears the teacher's set of sound, grammar, and meaning structures, taught to him/her by his/her parents, and worked on by his/her peers for years. As that student hears the phonetic sounds from the teacher's mouth, (s)he attempts to mimic them. (S)He can only learn the grammar by releasing him-/herself first from his/her own set of grammar rules. And the meaning which issues from the teacher's mind, the student first tries to match with his/her own meaning structure. And (s)he soon discovers (s)he missed the meaning of the whole sentence or paragraph.

As the teacher becomes aware of his/her own English rules for sound, grammar, and meaning, (s)he then can begin to learn something of the rules which may at this point be the only set of language rules the student has. That student must come to the point of learning a new set of rules; (s)he needs to release him-/herself to that task. If (s)he expects the rules for English to match those of Chinese or Spanish, (s)he remains isolated, frustrated in learning. If (s)he can take upon him-/herself new ways of language--in sound, in grammar, in meaning--then (s)he can become a functional bilingual within our American life style.

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TEACHING ENGLISH AS A SECOND LANGUAGE:
A PRACTICAL APPROACH FOR PUBLIC SCHOOL TEACHERS

With the influx of refugees from various parts of the world and the rapid increase of study abroad programs, more and more public school teachers are facing the challenge of presenting material to students whose native language is not English. It is a difficult task, indeed, and one that causes a good deal of frustration for both the student and teacher. The emotional stress of adjusting to a totally new culture and language can be overwhelming for the student. The teacher, at the same time, experiences frustrations because of the inordinate amount of extra work required and the fact that (s)he is ill-equipped to handle a situation of this type. The high expectations of the student, his family, and even the school administrators exert additional pressure on the teacher.

Such feelings of frustration are natural and to be expected. The key is to channel all efforts in a positive direction. An obvious first step is for the teacher to learn as much as possible about the culture and educational background from which the student comes. This knowledge, in addition to helping the teacher avoid embarrassing situations for both himself and the student, can serve as a point of departure in building a relationship which will facilitate future learning. Patience is of utmost importance; it takes time to learn a language. Remember that the American secondary school students have had from thirteen to eighteen years of language experience which the non-native lacks.

It would be ideal if resources and facilities were available to provide these non-native students a period of English training in an immersion ESL (English as a Second Language) program prior to their enrollment in high school subject matter areas. Since the intensive approach is not, in most cases, feasible for a public school student, it is highly desirable to provide a period of time each day in which the student can concentrate his/her efforts on the acquisition of his/her new language. Expecting him/her to cope with the material presented in the traditional high school English class is not the answer,

nor is giving him/her remedial English materials. ESL textbooks, including handwriting texts for those students whose native language employs an alphabet different from our own, should be used. A good course of study should include work on all four major aspects of foreign language learning: listening, speaking, reading, and writing. The regularly scheduled English class and a study hall or library period offer natural opportunities for specialized ESL training.

Although some language learning occurs outside the classroom, a student will not make expected progress without a structured program under the guidance of a teacher. If left to his/her own devices, (s)he may flounder and attempt to process the new language into the already established patterns of his/her native language.¹ Drill, both oral and written, is essential to language learning. Using a language is a skill not unlike playing the piano. Practice is the key to mastery. Recognizing words on a page does not ensure that a person can use a language any more than identifying musical notes in a song book ensures that one can play the piano. Practice establishes habits, and habits are automatic. Teachers should encourage this developmental sequence.

As an illustration, imagine an American student in a public school system in Nagoya, Japan. His first lesson in Japanese is to learn the following simple sentences and appropriate substitutions:

Kore wa hon des.

empitsu
wagomu
kokuban
manenhitsu

This is a book.

pencil
eraser
blackboard
fountain pen

Kore wa hon dewa arimasen.

empitsu
wagomu
kokuban
manenhitsu

This is not a book.

pencil
eraser
blackboard
fountain pen

It is obvious that considerable practice on the part of the American student would be necessary in order to master the use of these two very elementary structures. Likewise, practice is necessary for

¹Example: In Spanish, "I am hungry" is "Tengo hambre"--literally, "I have hunger". The Spanish speaker may then try to say, "I have hunger", or even, "I have hungry".

students who are learning English as a second language. Written drill, as well as oral, is vital as a means of reinforcing the structure in the student's mind. This written practice is doubly important for those students whose native language does not utilize the roman alphabet.²

In providing practice, a teacher must be careful not to insult the student. The student doesn't need an explanation of what a pencil is; (s)he simply needs opportunities to say and write the word until it becomes natural and spontaneous.

Correction also plays an important role in language learning. Without it, a student will continue to repeat the same error until (s)he ultimately internalizes it. Oral repetition of the correct pattern (or rewriting in the case of composition) must be required by the teacher. Students will often smile and nod in agreement in an effort to please. These gestures should not be taken as a sign of total comprehension. Asking the student to reproduce the pattern or rewrite the sentence can serve as a final check.

In addition to the time the non-native student spends concentrating on ESL, (s)he will, of course, spend several hours a day in the traditional areas of math, science, history, etc. Special skill on the part of the teacher will be required in order to handle this unique challenge. While the spoken word may be the principal means of conveying ideas in the classroom, the sensitive teacher will use the blackboard to reinforce the communication. This combination of approaches offers the non-native student two opportunities to grasp the concepts being presented. It is the responsibility of the teacher to include the student in the classroom proceedings without embarrassing him/her. It may be necessary at the beginning to ask very easy questions which require only short responses. When it is apparent that the student is following the discussion, the teacher should seize that opportunity to

²Consider for a moment the above example written in Japanese.

これは本です。

This is a book.

これは本ではありません。

This is not a book.

allow the student to participate. Likewise, the perceptive teacher will not call on the student when (s)he is obviously in a fog. It is imperative that the teacher give as much individual attention as possible to the non-native student, checking, for example, at the end of the class to see that (s)he has understood the lesson and the assignment. If it is apparent that the regular class assignment is beyond his/her capabilities, a special assignment for the non-native speaker is in order. This support should not be allowed to continue indefinitely, but may be necessary at first.

In all communication with the non-native speaker, the teacher must exercise control of the language used. Careful selection of vocabulary and structures is of prime importance. Language can be simplified without distortion. Every effort should be made to avoid imitating the errors of the student. The teacher's English should always be correct albeit at a level appropriate to ensure the student's comprehension.

There is no doubt that the teacher who has non-native students in his/her classroom must cope with a difficult situation. Although difficult and time consuming, it is not impossible. Patience and an optimistic attitude will enhance the possibilities for success. The results, though gradual, will be quite apparent and tangible--perhaps even more so than in other academic areas. The gratification of seeing the gradual blossoming of the student as (s)he develops his/her language skills and adjusts to his/her new environment will be the teacher's reward.

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Kay W. Keys

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APPENDIX A

It is imperative that the teacher who is not trained in English as a second language have, as a basis for instruction, a good ESL textbook which treats the four major aspects of language learning. The following plan is presented, however, as a guide for the teacher who may find it necessary to prepare some material while awaiting the arrival of the book.

A teacher can gear the first few lessons to survival English. This phase can include phrases and expressions necessary for everyday living. Greetings, food, money, medical terminology, numbers, time, dates, etc. are appropriate at the beginning of the student's program.

As the teacher begins to present structural English, it is advisable to begin with concrete nouns, such as objects in the classroom or in selected pictures. The verb "to be" should be presented since it can easily be used with the concrete nouns.¹ After the student has mastered these patterns, (s)he can begin using adjectives with the nouns.² Descriptive adjectives provide good opportunities for practice with synonyms and antonyms.³

It is advantageous to introduce verbs other than the verb "to be" gradually. A logical sequence is to present affirmative commands first in order to let the student become familiar with the meaning of the verb. Next, (s)he can move to negative commands and become familiar with the auxiliary verb "don't".⁴ (S)He can then begin practicing with tenses. Each tense should be presented individually and practiced for

¹Proceed as follows: This is a book. → What is this?
These are books. → What are these?

²This is my/your/his/her/our/their book.
This is a new book.

³big = large
new ≠ old

⁴Stand up. → Don't stand up.
Open your book. → Don't open your book.

some time before the next one is introduced. Present progressive, present, past, and future are the basic tenses to be mastered by a beginning student. In dealing with tenses, it is advisable to proceed from question word order to negative statement to affirmative statement.

No mention has been made of reading and composition since it is assumed that the teacher will make arrangements to obtain an ESL textbook for the student as quickly as possible. A good ESL textbook will contain readings which, in addition to providing reading strategies and building vocabulary, will check the student's comprehension of the material. Accompanying topics are usually suggested for writing practice.

APPENDIX B

Following is a list of some publishing companies that provide ESL materials for students at the junior and senior high levels.

1. Addison-Wesley Publishing Company
ESL Materials
9259 King Arthur Drive
Dallas, Texas 75247
(214) 638-3190
2. Bilingual Educational Services, Inc.
1607 Hope Street
P.O. Box 669
South Pasadena, California 91030-9987
3. Collier MacMillan International
866 Third Avenue
New York, New York 10022
4. Longman, Inc.
English Language Teaching
19 West 44th Street
New York, New York 10036
5. Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025
6. SRA
Science Research Associates, Inc.
155 North Wacker Drive
Chicago, Illinois 60606

TEACHING READING AND WRITING TO ENGLISH AS A SECOND LANGUAGE PUPILS

This guide focuses on the Language Experience Approach (hereafter referred to as LEA) as the method for beginning instruction in reading and writing for pupils whose first language is not English. As soon as a pupil can read his/her own writing and his/her own story with ease, the teacher should encourage him/her to read stories written by other children and simple printed materials such as the "easy" books in the reading or book area. As his/her reading vocabulary and abilities develop, (s)he should be able to read published material such as the basal readers at his/her reading level and other commercially published material for information and pleasure.

Rationale

There is a general recognition that the LEA has significant research support in teaching linguistically different pupils to read and write. Many research studies advocate using the LEA with children whose linguistic and cultural background made existing books, particularly basal readers, inappropriate. This guide recommends that beginning reading instruction for second language children should be experience stories using well understood, first-hand knowledge from the children's background and using their vocabulary and native imagery that they know and understand. An examination of research findings in LEA also suggests that writing teaches a great deal of reading for students at the elementary as well as the secondary level. Also, the concept of "I can read what I write" contributes to the pupil's self-esteem.

Sylvia Aston-Warner made this statement: "Take the native imagery of the child and use it as working material." Anyone who has worked closely with children would agree that given the opportunity, each child has the native power to generate verbal imagery specific to his/her talents, experiences, and to his/her cultural heritage. The stories written by linguistically different children certainly attest to this (see My Parrot and When I Had a Dog stories).

My Parrot

In Costa Rica, I usually have a Parrot but he died because he don't have nothing to eat.

My parrot can talk he says, "Estoy borracho" and he says "yo soy un loco!"

And he laughs, we laugh too.

He likes to play with carrots and with a ball. He likes to eat seeds. He drinks water.

And he is my good friend. My kitty cat is also my good friend.

I Love you

my story



Francisco
calderón

Lettery Arismendi Feb-1, 1982
When I Had A Dog

Once, I had a dog that was nice. He was a dog I loved so much. He did everything I told him to do. He even took care of me when I was little and I will never forget the day he died. I was going to get him but the car ran over him. I cried all day long and that was the day that I was coming to America and I still have not forgotten the day he died because I loved him so much. And I still remember the happy days I had with him.



Unique Features of LEA

The basic premise for the LEA is to unify the language arts so that the student deals only with familiar concepts and language. In other words, the communication processes of listening, speaking, reading, and writing are integrated in language arts and reading instruction built upon the use of reading materials created by writing down the child's spoken language. Therefore, the student becomes the author of his/her reading textbook. (S)He is expected to be able to read what (s)he has written.

In contrast to other reading instructional methods, the LEA plumbs and draws out a child's natural language and imagery, then moves into skills teaching. Experience stories can be used:

- * to teach vocabulary as new stimulating experiences are provided by the teacher;
- * to maintain the pupil's interest in reading because what (s)he reads is personally meaningful to him/her;
- * to provide individualized instruction in reading and writing skills as a teacher goes through the child's written material or as (s)he reads to the teacher;
- * to stimulate oral language skills in expressing thought as the teacher talks with the child and asks questions about his/her drawings or written work.

Guidelines for Using LEA

Identify Background Experiences, Interests, and Facility with the English Language

To differentiate instruction and pace the learning more carefully, a class can be organized into three groups--those who are fluent in language proficiency, those who are limited in language proficiency, and those who have no language facility. Language facility can be reflected informally in conversation with each child. Observing and listening to the topics of pupil conversation can help determine the kinds of language experiences that would appeal to the pupils. Another way to identify pupil interest is to develop a simple interest inventory in checklist form. Often, children reveal their background experiences and interests when they dictate or write about their own lives.

Plan Instruction

It is important that a teacher adapt instructional plans to suit the students' needs and try to provide pupils with experiences from a variety of sources.

- * audio-visual resources - films, filmstrips, records, tape recordings
- * pictures of all types - picture vocabulary cards, wall pictures, pictures from magazines, posters, etc.
- * demonstrations and simple experiments - this can vary considerably in length and complexity depending on the language proficiency and developmental stages of the pupils
- * poems and stories that are carefully selected
- * current events - Thanksgiving, Valentine, Christmas, birthdays, New Year celebrations in different countries, etc.

Here are some suggestions for activities:

1. Using records to teach temporal concepts. Prior to the listening of Peter and the Wolf record, describe briefly the story and the characters in the story. Tell the students that after listening to the record, they are expected to describe the sequence of the story. Ask: "What happened first? Next? And after that? Last . . .?" As children describe the events, write the main points on the board. First . . . Next . . . Then . . . After that . . . Last of all . . . Through questioning, encourage pupils to verbally describe each event in detail. As a writing activity, let them choose one part of the story to illustrate and write about the event. Call on individual children to read their stories and have them connect their story parts in sequential order using the temporal concept words for the beginning of each part.

For younger children, the teacher should review the beginning, the middle, and the end of Peter and the Wolf story, and then ask them to create their own stories. The following is a story dictated by a second grader who has given Laotian names to the characters in his story. (See also Jin Sack and Horany story with Korean names.)

One day, Ow and Oh and Me were playing outside the barn. Then, Ma come and catch Oh. Oh said, "Help me". Me ran to the barn to call Nung. "Nung, Ma is swallowing Oh. Come

help Oh." Nung took a gun and run outside the barn. He shouted, "Go away, Ma". Ma went away and never come back again.

(Ow - bird; Oh - duck; Me - cat; Nung - a boy's name; Ma - wolf.)

2. Using pictures to stimulate language arts experience.

Peabody picture vocabulary cards or any picture cards are excellent visual aids for teaching vocabulary of common nouns and verbs. A teacher can integrate language arts skills by having children listen to the word pronunciation; repeat the words; describe the attributes, functions, or actions for each word; write sentences and read them back to the group. Picture cards can be used as a stimulus for creative writing also.

The Vocabulary Builder for Teaching Basic Second Language Skills in Six Different Languages (by Dorothy Gabel Liebowitz, National Text-book Co., 1981, with duplicating masters) contains illustrations and many suggestions for vocabulary, grammar, and pattern practice as well as games and activities. The activities for each topic can be tailored to the interest and maturity level of the students. Making sentences can be challenging when the students have to include two or more words from the vocabulary illustrations in each sentence (see Phu Song's sentences on the back of #20 School Worksheet and Cam Chau, #24 Worksheet).

For older students, use pictures from ads, magazines, and newspapers; mount these on writing paper and tell them to write simple news stories. Or bring lots of these pictures and have them select, cut, and paste, and bring their own news stories.

Wall pictures can be used extensively for oral, written, and reading activities. For example, a farm picture can stimulate discussion on farm life, farm animals, matching of naming words (farm animals) to actions words (what they can do), and culminating in writing farm animal stories. These stories can be reproduced on dittoes and made into a class or individual reading books.

Sounds of Language Readers (by Billy Martin, Jr., Holt, Rinehart, and Winston, Inc.) contains attractive pictures and interesting stories

Jin Sack and Horany

one day, Jin Sack walked in a small jungle. Jin Sack said, "There is a beautiful animal. It is the horany, the tiger." The horany hit the deer. The deer was hurt. Jin Sack saw some hunters behind the trees. He called the hunters, "Hunters, hunters, come here. The horany hit the deer. Please help the deer." The hunters aimed the gun and shoot the horany. Horany was scared and he tried to run away. The deer was not dead. Jin Sack said, "Thank you, hunters, You saved

I have a book, a pencil, and a ruler.

The teacher used the pen to write on the paper.

In the classroom I sit in the first desk by the clock.

I play in the gym and the playground, but in the classroom, I learn about words.

Phu Son

Oct 29

- ① If I were a cat, I would clean myself everyday.
- ② If I were a dog, I would play with My bone.
- ③ If I were a horse, I would run and play.
- ④ If I were a bird, I would fly up high.
- ⑤ If I were a fish, I would swim in The Water.

Cam Chau



Sengchanh Feb. 18, 1972.

Making a Snowman

1. First, the girls rolled a big ball.
2. Then they made a little one. They put a small one on top.
3. Then they rolled a little ^{one} on top.
4. Then the girls put two sticks on the sides of the three balls.
5. Then the girls find rocks they put them on the top ball. 6. After that they put a mouth and a nose. 7. Then the girls went inside the house. They came out with a hat and a scarf. And guess what they made. A Snow man. At last!

The End!



and poems that appeal to children. Read, discuss, ask questions to focus in on factual and inferential information, or to stress concepts contained in the story (e.g., bigger than, smaller than, colors, etc.)

DLM picture sequence cards provide older children a means of arranging the pictures in appropriate sequential order and writing them in procedural steps or using temporal concept words and phrases (e.g., first, next, then, after that, last of all) to describe the order of events (see "Making a Snowman" by Sengchanh).

3. Planning simple experiments or demonstrations. An activity that appeals to young children is seed planting. Label and then write and read daily progress reports about their growth.

Demonstrate corn-popping and write how-to step-by-step directions. Let children read and follow directions to pop corn for a Friday treat.

Teach a game. Write the procedural steps provided by the students on a flip chart. As an extension activity, have a few children teach another class by reading the directions and demonstrate the game (see "How to Play Thumbs-Up Game" chart).

4. Reading poems and stories. Children like to be read to. Set a time for reading to them on a regular basis, e.g., at circle time, after lunch break, or 15 minutes before school dismissal. Choose books based on the interest of the group. Plan activities incorporating language arts communication processes. Children can write part of the story they have heard (See Owen Thornton's "Tallest Tree" story).

5. Integrating current events in language arts activities. Activities of this type must be planned ahead of time. Children can contribute to a class story about a Christmas party or a shared experience with another class. Here is a class-dictated story about a Valentine Party.

Our Valentine Party

Yesterday, we had a Valentine party. First, we all sat down on the rug. We invited Mrs. Khoo's class over for the party. There were 33 boys and girls sitting on the rug. We ate popcorn and Valentine candies and Kool-aid. Mrs. Goodman made the Kool-aid.

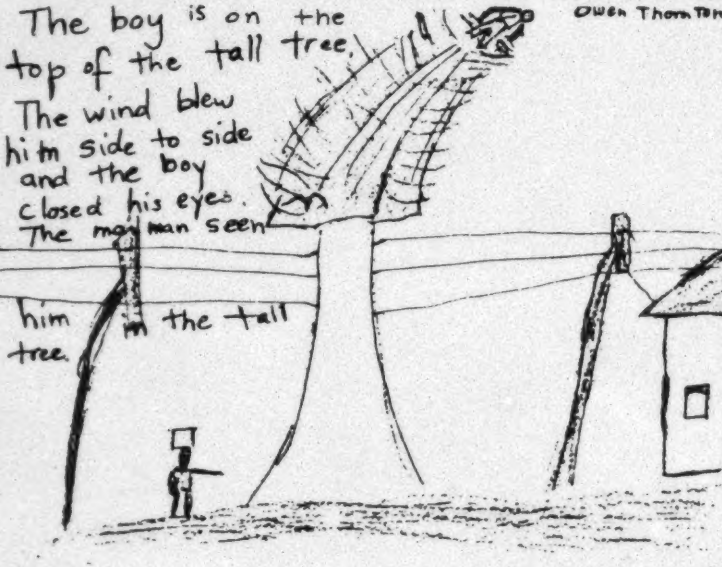
How We Play Thumbs-up Game

1. The teacher chooses 5 people to touch the other people.	2. The 5 people stand up. The rest of the children put their heads down and hold one thumb up.
	
3. The 5 people go around and touch the other children. And the teacher counts from 1-10, sometimes 1-8.	4. Then the children who are touched stand up and guess who touched them. If they get right, they stand up and the 5 people sit down.
	

Steve Kim

OWEN THORNTH

The boy is on the top of the tall tree.
 The wind blew him side to side and the boy closed his eyes.
 The man seen him in the tall tree.



Everybody was noisy because they were excited. We passed out cards. There were three girls singing and dancing. Everybody laughed and everybody got quiet again. The teacher told them to be quiet. Mrs. Khoo's class read their valentine cards. They helped us to clean up. Then they said, "Thank you very much". We said, "You are welcome".

Techniques for Dictation

A teacher can structure experiences to involve the entire class, a small group, or individual children. From experience, it is found that children from linguistically different backgrounds are best instructed in group situations of seven to ten members or in situations where one or two are together and produce almost entirely individually. The writing accounts of a shared experience common to all calls for whole class dictation (e.g., "Our Valentine Party").

In whole class dictation as many children as possible should be called upon to dictate accounts. Questioning technique should include open-ended and factual questions to encourage pupil participation and increased group interaction. Pupils can volunteer to contribute sentences or be called upon individually for describing or answering specific questions. Always try to get group consensus for accounts that are not clearly articulated. Ask, "How many of you think this actually happened," or, "Do you think it would be written down this way or can we say it another way?" If the accounts call for ordering of events, be sure to ask questions that will elicit the use of temporal concept terms. After dictation, have children read the accounts in group unison or in small groups by sentence or paragraph.

Small group dictation, which involves eight to ten children in the group, provides for individual pupil participation and increased group interaction. Pupils in the small group can take turns contributing a sentence to the experience accounts. After it is written, have the individual pupil read the sentence (s)he has dictated. Here is a small group dictated account of what each child enjoyed doing most during the spring break.

"What We Enjoyed Most During the Spring Break"

- Van: On Sunday, I went to church. Then I went to play with my friends outside.
- Kien: On Monday, I went to my sister's house and I played football with my friends.
- Chau: On Tuesday, I helped my mother to clean my house.
- Long: I watched TV on Wednesday. I watched "American Hero" on TV.
- Lamyong: I helped my sister clean the rug on Thursday.
- Frank: On Friday, we went to eat pizza. I enjoyed Friday because I like pizza. U-m-m-m good!
- Steve: I had fun on Saturday because my friends came over to play basketball.

Individual dictation is a must for younger children or for those students who have limited or no language proficiency. Or it could result from the steady and careful weaning from whole-class dictation, to group dictation, to individual dictation. To obtain individual dictation requires adjustments in facilities as well as in pupil cooperation. A practical arrangement is to set up a dictation center/table where one pupil at a time comes to the dictation table to dictate. While a group is waiting, the children prepare illustrations or reread previous stories. If a pupil has drawn a picture, say to him/her, "What can you tell me about your picture," rather than asking the obvious, like, "Is this a house?" After each dictation is completed, the teacher reads it back to the pupil immediately to see if everything is in order. Then the two read it together. Now the pupil returns to his/her desk to make further use of the dictation. (S)He could trace over or copy the dictated accounts, underline known words, circle known letters, work with his/her word bank, or find words in the dictation in other sources. (Chi Hung's picture is illustrative of a child who is limited to labeling and one/two sentence dictation.)

How to Use a Word Bank

Every time a pupil underlines a word in his/her dictation as a known word, the word provides the deposits of the word bank. The teacher prints the underlined word on a small card. A word bank may be a candy box or a shoe box used for filling the accumulated word cards.

A word bank has many uses for the pupils who are beginning readers and writers. It can be used for the following.

1. Teaching alphabetizing. As soon as pupils accumulate 30 or more words the process becomes cumbersome and time-consuming. It is time to teach alphabetizing. Pupils can be instructed to make index cards for each alphabet letter as dividers (e.g., Aa, Bb, Cc, etc.).

2. Categorizing (e.g., putting into different piles). Words about what we eat, words about what we wear, words about what we do, words about names, things found inside and outside the house, etc. (See Phinya's work.)

3. Spelling aid in writing. This will encourage independent writing when children know where they can locate the spelling for the words they want.

4. Teaching phonics. For example, search through the bank to locate words that begin or end with the same consonant, or words with long or short vowel sounds, words with initial blends or diagraphs, etc.

5. Teaching structural analysis. For example, add a card to their word bank for each action word change: run, runs, running, ran; chase, chased, chases, chasing, etc.

6. Developing vocabulary (e.g., foot/feet, mouse/mice). Singular-plural words can be added for regular or irregular noun-plurals, and opposite words like tie/untie, happy/unhappy, etc.

7. Teaching directional sense in sentence making. Use and add words to make a sentence reading from the left to the right. (e.g., "Father drives the car. See Tu's chart).

After the children have started alphabetical word banks, they can be introduced to a dictionary. Words can be transferred or copied into the new dictionary. Have the children label "My Dictionary" and illustrate the cover page.

Provide Time for Writing and Dictating Accounts or Stories

We cannot expect children to become productive and creative writers if time is not provided for them to do so. LEA to teaching reading and writing can only be successful when the teacher is enthusiastic about involving children to write and read what they have written on a regular basis. At least one hour each morning or after lunch break should be provided for the children to be actively involved in writing or dictating stories. Advanced students should be encouraged to use different formats for writing (e.g., writing riddles; writing script for puppet show or play; writing how-to chart, cartoons, letters; writing about personal experience in pictures, cartoons, or poetry; and imaginative writing).

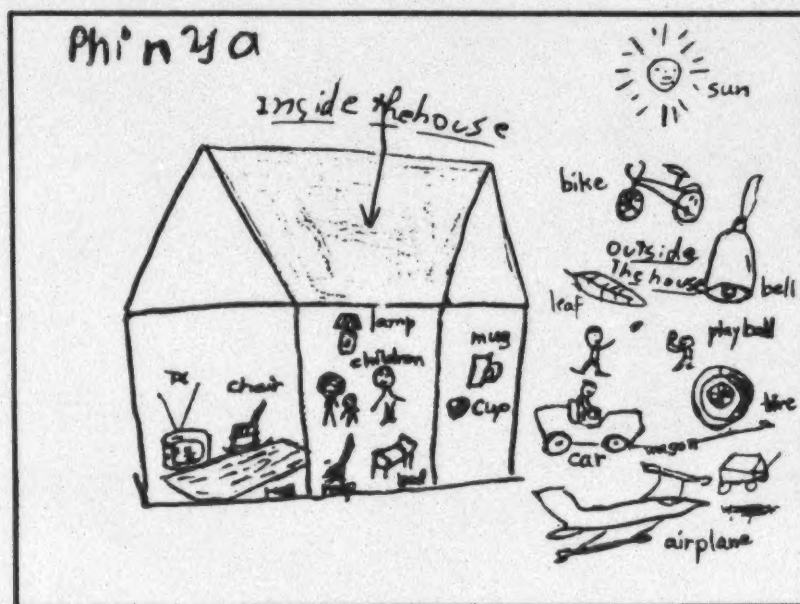
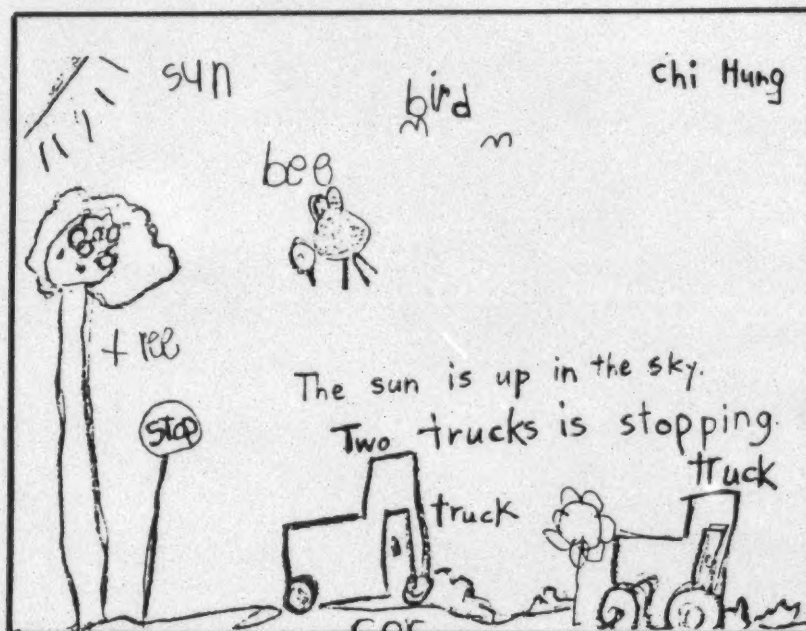
Providing Opportunity for Reading and Sharing

Writing becomes purposeful when pupils can share and read what they have created with their own small group or the rest of the class. Children learn best from each other and by listening to one another's stories in sharing ideas.

Ask questions to stimulate thinking, speaking, and writing. A teacher can stimulate the use of language in solving problems and in expressing thought as (s)he talks with children and ask questions about their work. (S)He can also use small group times to initiate or provide experiences for the development of content and quality of children's language as well as the skills and mechanics involved in speaking and writing.

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Tulsa, Oklahoma



Subject	verb	predicate
who/what/which	is doing	which/what/where/how
The lifeguard	is swimming	to the drowning man
The teacher	has	black hair.
The doctors	have	white overalls over
The farmers	have	their clothes.
The pilots	are driving	animals like chickens,
my brother	is	horses, cows, pigs, and
my father	is planting	a watch dog.
		big airplane in the
		sky.
		sick on the bed.
		a pear tree in the
		garden.
TU NGUYEN Oct -28-1981		

CULTURE AND LANGUAGE

It is impossible to separate language from culture. The way in which the language is used by the peoples involved implies much about the culture represented. Communication is conducted not only orally but through body language as well. Regardless of the content area, the classroom teacher should consider language differences to be of maximum importance. Every effort should be made to hurdle that difference so that valuable student and teacher time is not wasted.

How a language is used in a given situation provides clues to the feelings of the people. It also exhibits communication behavior conditioned by the cultural experiential backgrounds represented. Even basic concepts may not be accepted in the same manner across cultures. An example of this might include the concept of time. The English-speaking concept of time is often tied inseparably to the clock, schedules, calendars, etc. Other cultures are more relaxed about time, placing greater emphasis on interpersonal relationships while striving to deal with the complexities of living in an environment that is relatively free of anxiety. This very concept causes great stress between cultures.

English-speaking people tend to blame themselves for many things. For instance, they say,

"I was late for school"

"I missed the bus."

etc.

Other languages use a reflexive form which implies that members of society need not feel guilty about such seemingly unimportant things. Furthermore, they are shocked at what is believed to be an over-reaction by many English-speaking teachers and employers toward tardiness and absenteeism. This is a subtle but extremely sensitive issue that must be dealt with by educators employing sound ethno-pedagogical methods. Simple, well-constructed lessons utilizing cross-cultural instructional techniques are an absolute must.

Even broken items in the classroom or on the playground can cause cultural collisions! In English we say (and actually believe), "I

dropped the vase and broke it", or, "I broke the doll", thus assuming total responsibility (blame) for that action. We take great pains to teach our children this concept and are perplexed when we confront a child who "lies" about breaking something. Perhaps it would help to understand that in some languages it is said, "The vase fell from my hands", thus placing the blame on the object. It might be wise to rephrase our questions to students who vehemently deny breaking something (even if witnesses state they did). Perhaps we could ask, "Did that cup slip from your hands?" Many times the student will readily answer in the affirmative, especially if (s)he has been accustomed to feeling unthreatened and accepted in the school environment.

There is the classic story of a young Navajo friend of ours who worked as a boarding school employee. He was involved in an accident while at the wheel of a BIA government truck. This misadventure resulted in the death of an expensive sheep. As the case was presented in court the owner of the sheep maintained that the animal was from prime breeding stock. Due to its unique quality and fine wool the plaintiff demanded full and potential reimbursement of the creature's value.

The conspicuously non-native judge asked the driver of the truck of he had hit the sheep. Our friend repeatedly and forcefully maintained that he most certainly did not. Finally convinced that the defendant refused to deviate from his original statement, the exasperated judge asked if he would agree that the sheep was found dead under his truck following the accident. Without hesitation the school employee agreed that this was true, but he continued to deny hitting the sheep. He was then asked if the said means of transportation has sustained heavy damages as a result of the alleged collision between man and beast. The driver had no argument with this and vigorously admitted that extensive repairs would be required. Furthermore, it was felt that the owner of the sheep should be requested to make arrangements for said repairs! Then with deliberate effort he insisted very slowly and loudly as if to a slightly deaf child, that he d-i-d n-o-t h-i-t t-h-e s-h-e-e-p.

Throwing convention to the winds the now totally frustrated official wisely tabled further interrogations and asked the defendant to

please reveal how the sheep managed to lose its life under his heavily damaged vehicle without being hit by him. Smiling indulgently, the driver was obviously pleased and relieved to be able to explain such an uncomplicated thing to this befuddled arbitrator.

"It's very simple," he stated, as if making subtle reference to the judge's intelligence, "The sheep . . . he hit me!"

The case was dismissed.

Body language and gestures indicate many things and are used with spoken language for further explanation and stress. It is important to understand that some gestures in the English-speaking world are offensive, or even obscene, in other cultures. And, vice versa. Sensitive teachers will pick up on this and make conscious attempts to be as inoffensive and understanding of these differences as possible.

Sometimes a cultural point of view may be in direct opposition to the dominant one being taught in the schools. Lacking sympathetic guidance, the student may find him/herself in a cross-cultural turmoil which could result in feelings of frustrated anger, misunderstandings, or even hostility. Unfortunately, some classrooms eventually erupt into segregated camps of "us" vs. "them" due to subtle and frequently unintentioned insensitivities to the divergent conventions practiced between groups. Skillful classroom management executed by an alert and perceptive teacher, can frequently shield self-esteem and maintain a positive group identity while educating effectively across cultures.

The designation of "personal space" varies from culture to culture, also. English-speaking adults generally have the tendency to prefer "arm's length" invasion of their personal space by most friends, teachers, and casual acquaintances. However, peoples of some cultures may require a quite distant approachment, while other societies will be more comfortable maintaining relatively intimate sharing of personal space, even with casual acquaintances.

The importance and meaning of "eye-contact" may be seen to diverge noticeably from society to society. One culture may instruct its youth to politely lower or avert the eyes in the presence of respected authority, while others are ordered to, "Look at me when I'm speaking

to you!" A bit of simple research into, and understanding of, some of these societal dissimilarities could help stamp out the "Ugly American" syndrome once and for all.

In retrospect, three things should be kept in mind while working in the area of ethno-pedagogy:

1. Know your students and something of their home language and cultural background.
2. Know what you wish to teach them in the area of cross-cultural education as well as the content of the subject matter at hand.
3. Know how you will go about teaching them to understand the people in their classrooms, state, and the U.S.A. (and vice versa)

Let's not kid ourselves. Second language learning is not easy. Let us realize that more than proper English is being taught. We are teaching a new mode of behavior with the new language as well. Let us realize that the language the child brings to school is legitimate, the experiential background provided by his/her culture is as rich and varied as that of any English-speaking student. Thousands of people communicate in that language and culture beautifully. But, it is different. Let us beware of unintentionally creating negative attitudes within these students or their English-speaking peers concerning the rich heritage they bring to our classrooms. Let us assist them in transferring past knowledge into new experiences.

Language is an important bridge to cross cultural sharing . . . but let us make sure that our attempts to teach this all-important communication skill are carried out in a positive atmosphere.

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CULTURAL DIFFERENCES WHICH MAY INFLUENCE LEARNING AND COMMUNICATION IN THE CLASSROOM

In our working relationships with people, we often assume that, because of similar backgrounds, our thinking processes and value systems will also be similar. In working with individuals from other cultures, the differences in our behaviors are well-noted, but frequently misunderstood. The following is a brief list of certain cultural factors which may influence learning, communication, and behavior in the American classroom. An awareness and understanding of these differences is essential in aiding the Limited-English-Proficient student to successfully participate in the American society. This listing will explain some of the "gaps" which frequently occur, not solely through language deficiency, but also through cultural conditioning.

This listing may also be effectively used with American students as starting points for cross-cultural understanding activities.

1. The Arabic and Farsi (Persian) languages are written from right-to-left rather than left-to-right, as is English. Arabic-and Farsi-speaking children often have problems in making this transformation. Letters may be written in reverse. At other times, though the letter is accurately reproduced, the stroke order may be right-to-left. For example,  may be written  ;  may be written  or  . Upon his arrival in the United States, one young child whose name was Ramadan persistently wrote his name **nadamaЯ**. His teachers at first thought his eyes needed to be carefully examined! If teachers are not aware of this factor, they may misinterpret what problem actually exists and be unaware of the proper methods for helping the child.

2. Family relationships may be more involved than the small, nuclear families of the United States. Extended families which include grandparents, cousins, uncles, and aunts are often the norm for an international child. Many times members of this large, extended family may actually live together or in very close proximity. A teacher should strive to understand the very real sense of separation that students may feel, even though living with parents.

A very few Moslems also continue the practice of having more than one wife.

3. In many countries, "pets" as we know them do not exist. Talking about loving animals, taking care of them, etc., is a difficult concept for some children. More explanation about our belief in having housepets may be necessary to some children.

Dogs wandering around playgrounds sometimes truly terrify children who have had very little contact with such animals (possibly only as "wild animals"). In some interpretations of certain religious laws, touching such animals is forbidden.

4. Among more traditional or conservative members of Far Eastern cultures (Thailand, Viet Nam) the head is a very sacred part of the body. No one is allowed to casually touch another's head. If our customary "well done" or "good job" pat on the head is often resisted by a child, teachers should refrain from this practice and find other means of expressing approval or affection.

5. "Children should not speak unless spoken to." The relationship of child to adult in many societies greatly resembles that of the United States some years ago. It is often considered poor manners to look an older person directly in the face when talking to him/her. Thus, children may not talk voluntarily in the classroom or may not answer questions addressed to the class as a whole. Teachers should not interpret this as a lack of understanding or as reticence on the child's part. On the other hand, it is also considered impolite to state that a person does not understand a teacher's explanation (that would make it appear that the teacher is not doing a good job). Students may smile and say "yes" to everything--whether they comprehend or not. It would be wise to privately discuss certain points with these students, and carefully explain that the questioning process is an important element in our educational system.

6. Most international students are accustomed to a more structured, disciplined learning environment. They may be more comfortable with a rote memory learning process. Students often have difficulty

with self-initiated tasks and activities and with learning how to handle the freedoms of the American classroom. As with other factors described herein, acceptance and understanding of these differences can make the adjustments much easier for a student from another culture. Within a few months, most students can cope with the new environment with major, notable differences. The more subtle cultural factors often require a "long-term exposure".

7. "Teacher" is a title of great respect in many countries. Students will need to receive an explanation of the American custom of addressing a teacher by his/her last name. Even so, this is a difficult habit to "unlearn".

8. Dietary practices of the Moslem religion forbid the use of pork in any form (even in shortening or lard). Mention of pigs to Moslem children draws varied reactions, ranging from hilarity to disgust. It is helpful if a teacher can advise children as to which foods on school menus contain pork.

9. Some Arab regions and parts of India have the custom of painting the palms of the hands with henna to celebrate special holidays. Girls may come to school with henna dye completely covering their palms or with intricate designs traced on their hands and feet. This is an excellent departure point for the discussion of "what is considered beautiful or handsome" in various cultures--consider Americans' "permed" hair, pierced ears, tattoos, etc.!

10. In English, to signal "yes", the head is nodded up and down
 ↑ ↓ . To signify "no", the head is moved from side to side ← → .
 In part of the Middle East, "yes" is a movement of the head down only
 ↓ , while "no" is a move of the head up only ↑ . This has
 caused confusion for teachers who thought a child was nodding "yes" when the actual response meant was "no".

11. In Oriental cultures, straightforward answers and bluntness are considered rather rude. The American habit of not "beating around the bush" is quite shocking to many Asians, who are accustomed to

careful consideration of a question and a more circuitous method of answering. An actual fact is frequently preceded by the word "maybe". For example, "Maybe I saw the book over there" (meaning--"Yes, I saw the book . . ."); or, "I will come tomorrow at 2:00 maybe" ("I will be there by 2:00").

12. Eating customs and table manners also vary. Hand positions differ from culture to culture (where to place your "free" hand--above the table, in your lap, etc.). In Moslem countries, the left hand is never used for eating purposes. In other times, the left hand was used for hygienic purposes, thus tradition dictates that only the right hand may be used for eating. In Latin America, both hands should be visible during a meal. The American custom (considered polite only in the U.S.) of keeping one hand in your lap while eating is viewed as extremely rude in other parts of the world. An excellent way to teach what is acceptable in this country and to learn about different practices is through role-playing and comparing cultural ideas.

13. Gestures and hand signals differ from country to country. Our "A-OK" sign is an extremely derogatory gesture in many countries. Pointing to people, calling or beckoning to someone with a finger may also be insulting. Likewise, people new to American culture need to realize that pointing with the middle finger is not a polite gesture in our society. A wise teacher would explain hand signals as (s)he first uses them.

14. The concept of time is quite different among people around the world. Americans feel Latins are "notoriously late". Latins feel Americans are rushed and pushy. Asians feel that a few minutes delay is extremely inconsiderate (the "Bullet Train" of Japan broadcasts a sincere apology when its schedule is two minutes behind--a very rare occurrence!). Students should learn that five minutes early or late for a specific appointment is usually acceptable in the U.S.A. (depending on the circumstances), but an earlier or later arrival most often requires an apology.

In dealing with adults and parents of LEP children, teachers should reach an agreement as to precisely what a conference for "about 4:00" really means!

15. Though many American holidays are unfamiliar to many internationals, learning about such celebrations is an important means of understanding a new society. Most parents realize the benefits of such learning experiences, and have no objections to their child's participation. If in doubt, check with the parent about a student taking part in a special program.

International students, in turn, take great delight in explaining their special holidays and customs. Such sharing of culture is one of the many benefits of having international students in American classrooms.

I hope these few ideas can make the initial "culture shock" and transition less confusing for teachers and students. As people learn about one another, they not only become more tolerant, but also more accepting and caring. It is an exciting opportunity to help educate young minds and increase our awareness of differences and commonalities of peoples throughout our world.

For further information on this subject, the reader may find of interest Edward T. Hall's The Silent Language, The Hidden Dimension, Beyond Culture, and Peter Farb's Word Play.

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MAY. 25. 1983